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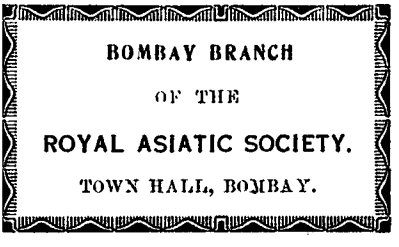

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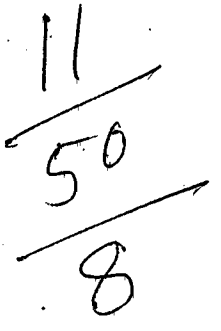

REPORT

OF THE

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DIRECTOR OF PUBLIC INSTRUCTION,

BOMBAY,

FOR THE YEAR 1858-59.

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11/SD/8

BOMBAY:
PRINTED AT THE EDUCATION SOCIETY'S PRESS, BYCULLA.

1860.

CONTENTS.

	PAGE
Departmental Officers	1
Inspectoral Divisions	2
Temporary Assistants	3
Staff of the Department..	3
General Operations of the Department..	5
Average Attendance and Fees paid	8
Books published during the year	9
List of Books specially sanctioned for use in Government English Schools	12
Book Depôts	17
Bombay University	18
College Education	18
Central Examinations	20
Elphinstone College	22
Examination for Junior Scholarships	22
Memorandum by the Director of Public Instruction, circulating Extract from the Reports of Examiners for Junior Scholarships	23
Senior Scholarship Examination	26
Courses of Study	27
Principal's Report	28
Professors	29
Private Study..	29
Collegiate Residence	30
Prizes	30
Poona College	31
Junior Scholars	32
Statistics	33
Sanscrit Study	33
College School and Normal School	34
Law School, Bombay	34
Grant Medical College	34
Sir Jamsetjee Jejeebhoy	36
Poona Civil Engineering Classes	36
Maistree Class	36
Mechanical School Branch	37

PAGE

Ahmedabad Provincial College 37
High Schools 37
Elphinstone Institution—Central School 37
Poona College School 38
Schools raised to the rank of High Schools 38
Surat English School 38
English School at Aden 40
English Schools in Sind 43
Kurrachee Schools 44
Hyderabad School 44
Sukkur School 44
Annual Examination of Anglo-Vernacular Schools 44
Presidency Division 44
Guzerat Division 46
Deccan Division 47
Sind 48
General observations 48
Vernacular (including inferior Anglo-Vernacular) Schools .. 49
Primary Education 52
Aided Schools 52
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution .. 52
African Asylum 52
Girls' School 53
European and Indo-British School, Kurrachee 53
Orphanages 54
Low-Caste Schools, Poona 55
Girls' Schools, Poona 55
Special Schools. Normal or Training Schools for Masters .. 55
Poona Training Establishment 55
Ahmedabad Guzerathee Classes 55
Dharwar Canarese Class 55
Normal School, Kurrachee 56
Mechanical School, Poona 56
Engineering Classes, Kurrachee 57
Sir Jamsetjee Jejeebhoy School of Art and Industry .. 57
David Sassoon School of Industry and Reformatory Institution 58
Female Education 58
Miscellaneous 59
Services of Officers 60

APPENDICES.

Tables required by the Government of India (*vide* Bombay Government letter No. 1668, dated 26th May 1856).

I.—*Institutions for General Education.*

		PAGE
1.	Government Colleges and Collegiate Institutions ..	(2)
2.	Government Schools of the higher class, teaching up to University Entrance Standard	(3)
3.	Government Schools of the lower class, including Tehsilee and Village Schools	(4)
4.	Private Colleges and Collegiate Institutions, open to Government inspection	(36)
5.	Private Schools of the higher class, open to Government inspection	(37)
6.	Private Schools of the lower class, open to Government inspection	(38)

II.—*Institutions for Special or Professional Education, including Normal Schools.*

7.	Government Institutions	(40)
8.	Private Institutions	(42)
9.	Abstract of Attendance at the above Institutions ..	(44)
10.	Abstract of Receipts and Charges at the above Institutions .	(45)
11.	Abstract of Grants-in-Aid received by private Institutions during the year	(46)
12.	Progressive Statement of Attendance, and Cost of Education at each Institution for the last five years.	(48)
13.	Distinctions conferred by the University during the year.	(76)
14.	Return of Scholarships gained during the year ..	(78)
15.	Return of Candidates passed during the year 1858-59 for employment or promotion in the Educational Department	(88)
16.	Return of private Donations and Endowments, from which aid was received by the Educational Department during the year 1858-59	(92)
17.	General Statement of Amount expended by Government on Education during the year 1858-59 ..	(106)

PAGE

[A] Papers relating to the Examination of Candidates for Senior Scholarships in the Elphinstone and Poona Colleges .. .. (107)
The pages of this Appendix are numbered from (1) to (91).

[B] Report of the Elphinstone College for 1858-59 .. (93)

[C] Notification relative to Junior Scholarship Standard.. [109]

[D] Report of the Poona College, 1858-59 .. .. [112]

[E] Papers relating to annual examination of English Schools .. .. [136]

[F] Extract Report by R. Haines, Esq., Acting Educational Inspector, Central Division, for 1858-59 .. .. [159]

[G] Extract Report by T. C. Hope, Esq., Educational Inspector, Northern Division, for 1858-59 .. .. [171]

[H] Extract Report by Captain J. F. Lester, Educational Inspector, Southern Division, for 1858-59.. .. [192]

[I] Extract Report by Major F. J. Goldsmid, Officiating Educational Inspector, Sind Division, for 1858-59.. [204]

[J] Special Report on Lord Stanley's Despatch, No. 4, of 7th April 1859, relative to Popular Education in India .. .. [224]

[K] Papers relating to the examination of the Law Classes. [305]
The pages of this Appendix are numbered from [1] to [16].

[L] Report of the Grant Medical College for 1858-59 .. [323]
The pages of this Appendix are numbered from i to iv and 1 to 63.

[M] Extract Report from the Acting Superintendent of the Sir J. J. School of Arts and Industry .. .. [393]

[N] Accounts of the Elphinstone Funds for 1858-59 .. [399]

[O] Letter from Government in reply to Report .. .. [413]

No. 2342 OF 1859.

POONA,
Office of the Director of Public Instruction,
12th November 1859.

To the RIGHT HON. JOHN, LORD ELPHINSTONE, G.C.B.,
Governor and President in Council, Bombay.

MY LORD,—I have the honour to submit my Report of Public Instruction for the official year ending 30th April 1859.

2. *Departmental Officers.*—Dr. Haines acted throughout the year for Dr. Peet as Inspector of the 'Presidency,' afterwards the 'Central' Division. The Sind Division was in the charge of Major Goldsmid, the Assistant Commissioner for Jagheers, in addition to his ordinary work. These arrangements, being of a provisional nature, were of course not such as I could look upon with complete satisfaction. An inspector's office requires so much system and forecast and knowledge of local details that no temporary incumbent, however able, is likely to succeed altogether in it, and certainly the whole time of a zealous officer is required for the efficient administration of an inspector's varied duties. I have had frequent occasion to recognize the extensive learning and clear judgment of Dr. Haines; and of Major Goldsmid I can only say, that he has done so much and so well in discharge of his educational duties as to make me wish the Sind Division were put entirely under his care. Major Goldsmid's peculiar qualifications for the inspectoral office have been repeatedly acknowledged by Sir Bartle Frere.

3. Capt. Lester and Mr. Hope have remained in charge of their respective divisions, now the 'Southern' and 'Northern;'

and I desire to express my obligations to both of these gentlemen for their services. Mr. Hope, in particular, has displayed an enthusiasm and activity that are beyond praise.*

4. *Inspectoral Divisions.*—The re-distribution of inspectoral divisions sanctioned in Government Resolution No. 1800, dated 23rd July 1858, has been carried into effect with great advantage.

5. The Northern Division consists of the Guzerat Collectorates (the former Guzerat Division), with Tanna and Kandeish and the Peynt State. The estimated local area is 26,989 miles, and population 36,42,785. The languages are Murathee and Guzeratee. The inspector of the Northern Division is also permitted to exercise supervision over the important and flourishing schools in the political districts of Kattiawar, Government having declared that they have no wish to prevent the inspector making himself useful in them so that he does not neglect his first duty, which is to the Government districts. Mr. Hope, having a double establishment allowed him, is able, by making rapid marches, to attend to both classes of schools. A less energetic officer would find the work impossible.

6. The Central Division comprises the Presidency town, the zillahs of Poona and Ahmednuggur, and the Murathee districts of Sholapoor and Sattara. Area, 29,022 miles; population, 3,798,962. The languages are Murathee and Guzeratee.

7. The Southern Division contains the Canarese districts of Sholapoor and Sattara, with the zillahs of Rutnagherry, Belgaum, and Dharwar. Area, 24,000 miles; population, 2,757,409. The languages are Murathee and Canarese.

8. All the colleges and collegiate classes are reserved and

* The success of Major Goldsmid and Mr. Hope as educational inspectors has led me to doubt the policy of forbidding the appointment of the Civil Servants of Government to that office. Their knowledge of administration makes them practical and business-like, and they possess a weight among the people that schoolmasters and professors are not likely to have.

placed under the direct supervision of the Director of Public Instruction.

9. *Temporary Assistants.*—On the application of Mr. Hope, the Government were pleased, in May 1858, to attach Mr. Peile, a junior member of the Civil Service, to his office as an assistant, for the special purpose of expediting the preparation of Mr. Hope's Guzeratee series of school-books. Mr. Hope speaks very highly of Mr. Peile's services, which were continued until the middle of January 1859.

10. Mr. Newnham, of the Civil Service, was, on similar grounds, attached to the Director's office. During my rapid tour in Sind he conducted the routine work of the office, and he has given valuable assistance in preparing school-books, examining schools and colleges, and enabling me to devote time to lecturing and writing that would otherwise have been taken up by mere office duties. I take this opportunity of suggesting that for the future, whenever there may be unemployed junior Civil Servants at the disposition of Government, one or more of them may be usefully attached to the Educational Department, particularly during the monsoon months, to assist in writing and compiling books, examining, and other educational operations.

11. The proceedings of the inspectors are recorded in the extracts from their annual reports, which appear in the Appendix.

12. The staff of the Department at the close of the year stood as follows:—

NORTHERN DIVISION.

Name.	Office.	Date of Appointment.
T. C. Hope, Esq.....	Educational Inspector	9th May 1855.
Rao Saheb Pranlall Muthooradass.	Deputy Inspector for the Purantej, Veerungaum, Dholka, Jevtulpore, and Duskrohri Purgunnas of the Ahmedabad Collectorate.	2nd June 1855.

Northern Division (*continued*).

Name.	Office.	Date of Appointment.
Rao Saheb Mohunlall Runchordas.	Deputy Inspector for the Surat Collectorate.	12th December 1856.
Mr. Dowlutram Ootumram.	Probationary Deputy Inspector for the Broach Collectorate.	4th March 1857.
Mr. Muhiputram Rooppram.	Ditto ditto for the Kaira Collectorate.	22nd January 1858.
Mr. Mayaram Shumboonath.	Ditto ditto for the Khandeish Collectorate.	4th March 1857.
Rao Saheb Narayen Bhai.	Ditto ditto for the Tanna Collectorate.	25th July 1856.

Central Division.

Name.	Office.	Date of Appointment.
R. Haines, Esq., M.B.	Actg. Educational Inspector.	17th April 1857.
Mr. Nilkunt Mahadeorao.	Acting Deputy Inspector in the Collectorate of Ahmednuggur and the Muratha Districts of Sholapoor.	17th August 1858.
Rao Saheb Mahadeo Govind Shastree.	Deputy Inspector for Poona and Sattara Collectorates and for the Muratha districts of Sattara.	2nd June 1855.
Mr. Kavasjee Shapoorjee.	Deputy Inspector of Guzeratee Schools in the island of Bombay.	22nd December 1856.
Rao Saheb Wisswanath Narayen Mundlick.	Ditto ditto Muratha do..	4th March 1859.

Southern Division.

Name.	Office.	Date of Appointment.
Captain J. F. Lester ..	Educational Inspector	{ 30th August 1856. 4th May 1857.
F. P. Baker, Esq.	Deputy Inspector for the Dharwar and Belgaum Collectorates, and for the Canarese Districts of Sholapoor and Sattara.	2nd July 1855.
Mr. Mahadeva Vassudeva Burvey.	Deputy Inspector in the Collectorate of Rutnagherry.	29th April 1857.

SIND DIVISION.

Name.	Office.	Date of Appointment.
Major Goldsmid, Assistant Commissioner for Jagheers.	In charge of the Educational Department.	

13. *General Operations of the Department.*—The mutiny and rebellion in the Upper Provinces of India, creating enormous expenditure of public money, and disseminating chimerical notions of a restored native rule among the provinces of even this peaceful Presidency, could not but have the most pernicious effect on Governmental and European education.

14. *Financial Difficulties.*—During the past year the financial difficulty increased until, by Government Resolution No. 2119, 30th August 1858, a final and peremptory prohibition of increased educational expenditure was promulgated. The effects of this measure, which had been practically brought into operation for many months previous, have been necessarily very discouraging.

15. It has been impossible to comply with the most urgent needs of the Department. To omit minor matters, the proposals for a Metropolitan Training School for English masters, and of a set of Provincial High Schools in lieu of colleges (see my Report for 1856-57, pages 53—57), have been held in suspense. The important Professorship of Applied Science at the Elphinstone College has been left vacant. The proposed establishment of the Civil Engineering College, an essential feature in the new University,—of exhibitions for provincial youth to be held at the Law School, Bombay,—of Industrial Schools, have also been left in abeyance.

16. The further establishment of vernacular schools under the partially self-supporting system and the development of the grant-in-aid system (properly so called) have been equally prohibited. And the Director has not even been permitted to re-distribute sanctioned expenditure so as to extend the area of educational operations.

17. For education not to advance, is to go back. In the large class of schools which are partially supported by the people, there is a constant waste going on. The local contributions fall into arrear, the Government grant is suspended, and the school is closed. Last year no less then forty-four institutions of this class were thus closed in the Deccan alone. This year there has been but a slight reduction thus effected; but four schools have been closed in the Northern Division, two in the Southern, and five in the Central Division, on account of the promised local contributions having fallen into arrears.

18. On the other hand, I have not been permitted to compensate this loss by acceding to the petitions of forty-four places* for the establishment of aided schools, even though in several cases a year's contribution or more has been collected in advance.

* *Statement of places, the inhabitants of which have applied unsuccessfully for schools on the partially self-supportiny system.*

No.	Division.	Name of Village.	Date of application.	Remarks.
1	Central Division.	Lonee* ..	27th August 1858	* Besides these, the inhabitants of Kursool, Nagdi, Ambela, Vinchoor, and Nuggursool (villages in the Ahmednuggur Collectorate), have applied for the re-opening of the schools which formerly existed in their villages. The first three have paid up the arrears due to the masters; and, with the exception of the last, viz., Nuggursool, the rest have paid their future subscriptions in advance.
2		Garoday* ..	5th March „	
3		Munrool* ..	5th ditto „	
4		Kollay* ..	6th ditto „	
5		Mayanee* ..	12th December „	
6		Monjee* ..	1st ditto „	
7	Northern Division.	Pudal	About Sept. 1857.	
8		Wangrolle		
9		Sundo ..	24th March 1858.	
10		Khursar ..	March 1857.	
11		Bedwur ..	May „	
12		Amulnair ..	3rd April 1858.	
13		Sowda	1855-56.	
14		Ravere		
15		Julgaum		
16		Malligaum		
17		Goregaum ..	23rd December 1856.	
18		Budlapoor ..	30th July 1857.	
19		Tullegaum ..	7th June 1856.	
20		Kohe ..	17th November 1856.	
21		Tanna ..	1st Ditto „	
22		Bhewndy ..	7th September „	
23		Callian ..	11th ditto „	

19. *School Attendance.*—The enthusiasm for education in the districts has thus been damped. The old doubts as to the sincerity of Government have been revived, and no sensible increase, but in some districts, as parts of the Deccan and Conkun, a small decrease in the number of registered pupils has been observed.

20. However, a decrease of numbers on the register as distinguished from a decline of attendance is accounted for by the much greater strictness with which school registers are now inspected, and whereby many names of ex-pupils are struck off the roll,—names which used to swell the schoolmaster's return.

21. And a real, if only temporary, check to school attendance has been caused by the continually increased strictness with which the orders of the Supreme Government are enforced,—that pupils should pay school fees and buy their own books.

22. I refrain from entering into a discussion on the general question of school extension, as I shall have occasion to

No.	Division.	Name of Village.	Date of Application.	Remarks.
24	Southern Division.	Harnai ..	2nd April 1857.	
25		Lange ..	28th January ,,	
26		Sungmeshwar ..	11th June ,,	
27		Kharepatun ..	26th August 1858.	
28		Kondgaum ..	28th ditto ,,	
29		Kulladghee ..	26th June 1856.	
30		Keroor ..	4th July ,,	
31		Gootul ..	29th ditto ,,	
32		Chundgurh ..	13th August ,,	
33		Hulsee ..	16th ditto ,,	
34		Nundigurh ..	18th ditto ,,	
35		Annigherry ..	4th September ,,	
36		Hombul ..	20th ditto ,,	
37		Baghewarrre .	15th ditto ,,	
38		Yelegoor ..	20th ditto ,,	
39		Moogud ..	16th November ,,	
40		Gurug ..	3rd December ,,	
41		Adoor ..	5th ditto ,,	
42		Nurrendra ..	5th ditto ,,	
43		Dumul ..	30th March 1857.	
44		Nurgoond ..	19th February ,,	

treat the whole subject thoroughly, in answer to a reference from the Secretary of State. Appendix [J].

23. It is sufficient here to exhibit the general statistics of Government school education at the end of the year under report, compared with those of last year.

Average Attendance and Fees paid.

Years.	English.			Vernacular.		
	Schools	Pupils.	Fees paid.	Schools.	Pupils.	Fees paid.
			Rs.			Rs.
1857-58..	30	3,031	24,803	434	23,535	13,712
1858-59..	29	3,203	28,644	436	23,640	13,888

24. It will be observed that, while the numbers are apparently nearly the same as during last year, the sum paid by the people in the form of fees is increased.

25. A few schools have been re-opened or transferred in the zillahs of Kandeish and Ahmednuggur on sanctions conceded by Government before recent orders, and these make the statistics less unfavourable than they would otherwise have been.

26. *Progress of Departmental Organisation.*—Further expansion being thus peremptorily checked, the Department has been actively employed in the development of its existing resources, the preparation of books, and the organisation of central examinations and courses of study.

27. (*a*) Many schools, vernacular and Anglo-vernacular, have been supplied out of the fee-accumulations, which were formerly frittered away in presents to the masters, with books (the germ of a library), maps, and school-furniture, such as parallel desks, galleries for collective lessons, and black boards. Clocks, hour-glasses, and gongs (in lieu of bells) have been introduced in many of the Guzerat schools, as aids to punctuality, an exotic institution hard to rear in the Mofussil districts. As soon as each school is thus supplied on the most modest scale, a proportion of the fees will again be given to

the master, contingent on the good appearance of the school; and from the residue the school library will be kept up, prizes on an authorised scale awarded, and, where necessary, a pupil teacher or assistant master entertained.

28. (*b*) As regards the preparation of books, there has been considerable activity. In the Northern Division the work thus done (in the Guzeratee dialect) is mentioned by the inspector as the principal part of the year's operations; and in Murathee and English there has been corresponding progress.

29. *English Books.*—The following books have been published during the year:—

1. Outlines of Modern European History, by Professor Owen (mentioned in my report for 1857-8).
2. History and Rudiments of the Roman Civil Law, by the Director of Public Instruction.
3. Herodotus, book II. (Egypt), translated, with notes, by Mr. Arnold, Principal of the Poona College.
4. English Primer (2nd edition).
5. „ Second Book (do.)
6. „ Third Book, part I., with notes to the poetry.
7. First Poetical Book, with notes.

30. In the preparation of the English series I have to acknowledge the ready assistance of Professor Hughlings, and Mr. Newnham, C.S. The production of annotated books on the model of the common editions of Greek and Latin classics is a new feature in Indian school-books. I believe it to be very useful, but I shall not be satisfied until the notes are published in the vernacular, as in subsequent editions I trust will be the case.

31. *Murathee Books.*—Of the reading series prepared for the Department by the Murathee translator's establishment, the following have been published during the year:—

1. Primer (2nd edition).
2. Sequel to ditto.
3. Second Book (2nd edition).
4. Third Book.

(The fourth book was in the press and was published shortly after the end of the year, and the fifth book was nearly ready.)

5. New Manual of Arithmetic, by Assistant Professor Keru Luxumon, assisted by Professor McDougall (sent to the press).

6. Nao Nit, Selections from the Murathee poets (2nd edition), with biographical notices by Rao Saheb Bhaskur Damodur (an important work, of which the whole edition was sold almost immediately).

7. Esop's Fables (new edition), one-fourth the price of former editions.

8. Account of Asia, part of Major Candy's large work on Geography (sent to the press).

9. History of Greece (from Chambers), publishing in the Murathee periodical, Dnyan Prusaruck.*

* *The following statement of the books published by the Duxina Prize Committee may be interesting. They are all in Murathee:—*

Date of Publication.	Name of Work.	Reward for translation and original works.	Cost of Printing and Binding.	Total Cost.	Value of whole Number of Copies.	Number of copies printed, and price of each.	Number of copies presented to editors, the members' native libraries, &c.	Copies sold up to 1858.
		Rs.	Rs. a. p.	Rs. a. p.	Rs. a.			
1852	Brief Survey of History, part 1.	200	473 12 0	673 12 0	500 0	500 copies, at Rs. 1 per copy.	60	37
„	Life of Socrates ..	150	376 4 0	526 4 0	312 8	500 copies, 10 as.	124	108
„	Life of Cyrus.....	150	260 0 0	410 0 0	312 8	500 copies, 10 as.	114	77
„	Vyavahar-darpan (original).	150	260 0 0	410 0 0	312 8	500 copies, 10 as.	42	326
1853	Voyages of Captain Cook.	100	198 0 7	298 0 7	218 12	500 copies, 7 as.	50	75
„	Anecdotes of Elephants.	75	197 8 0	272 8 0	218 12	500 copies, 7 as.	49	44
„	Alankar-vivek (original).	100	196 14 6	296 14 6	218 12	500 copies, 7 as.	27	109
1855	Domestic Reform (original).	150	150 12 7	300 12 7	156 4	500 copies, 5 as.	41	151
1856	Conic Sections	100	181 13 1	281 13 1	187 8	500 copies, 6 as.	38	59
1857	Brief Survey of History, part 2.	150	401 12 0	551 12 0	406 4	500 copies, 13 as.	21	15
„	Description of Trees (original).	100	318 12 0	418 12 0	343 12	500 copies, 11 as.	37	48
„	Venisanhar-natak, (Translation of Sanscrit Drama).	400	404 14 5	404 14 5	406 4	500 copies, 13 as.	25	340
„	Atmosphere and its Phenomena.	200						
1858	Hadow's Algebra ..	125						
1859	Uttarramcharitra (translation of a Sanscrit drama).	300	625 0 0	925 0 0	687 8	1000 copies, 11 as.	21	

32. *Guzeratee Books.*

1. The Youth's Book of Natural Theology; a new edition revised and improved by Dr. Glasgow, the translator to the Department.

2. Keightley's Universal History, part I. (to the fall of the Roman Empire.)

3. Zoology; by Dr. Glasgow, part I.

4. Guzeratee Prosody; by Nurmadashunkur Lalshunkur.

5. Treatise on Plants used for Food, by Govind Narayen.

6. Moral Class Book (new edition, by Dr. Glasgow).

7. Guzeratee Translation of the English Primer.

8. Bhogilall's Native Accounts.

9. Guzeratee Grammar for Schools, by Mr. Hope.

10. Geography for Schools, by Mr. Hope.

11. A book on Oral Lessons.

12. A Treatise on Conservancy.

(The last five books were printed at Ahmedabad, under Mr. Hope's supervision.)

33. Many other works, books, and maps are completed or under preparation in Murathee, Guzeratee (including a series of seven reading books, which will be printed in the course of 1859), Canarese, and English; and I think I have a right to say that the deficiency of school-books, cheap and suited to the needs of native school-boys (a want so loudly lamented), is in course of speedy and effectual removal. This, it will be remembered, is being performed chiefly by the official labours of the Educational Department, and costs nothing to Government.

34. Mr. Hope, in his very interesting report (see Appendix [G]), after stating as his opinion that the works now in progress will leave little to be desired for a Guzeratee school course, adds :—

"But as regards general literature, even to the extent of works of reference on ordinary subjects and of interesting information on which to pass a leisure hour, there is a vast void, in partially supplying which the Educational Department

may find ample and important employment for some years to come. A Treasury of Knowledge, and a few books of entire Voyages and Travels, may be named as among the first desiderata. In this great work it will have the aid of the Guzerat Vernacular Society, as far as circumstances will permit; but it is from the Guzeratee educated public, from the young men whom the colleges and high schools have for years been turning out with improved knowlege and mental powers, that it is entitled to expect the most important assistance. Will not these form themselves into a vanguard to lead their countrymen on to the combat with ignorance and prejudice, in which the stake is European civilisation, wealth, and greatness? The Educational Department, in its large editions and low prices, suggests the principles on which works should be brought out, and affords to private individuals an agent for their sale in every Government schoolmaster throughout the country. Will none bestir themselves in the matter?"

35. I will conclude the subject of school-books by setting forth a list of books sanctioned for use in English and vernacular schools, which will give an idea of the courses of study adopted by the Department.

LIST OF BOOKS SPECIALLY SANCTIONED FOR USE IN GOVERNMENT ENGLISH SCHOOLS.

Reading Books.

Departmental Primer.
„ 2nd Book.
„ 3rd Book, Part I.

(And other books of the series as published.)

Irish Series, 2nd Book of Lessons.
„ Sequel No. 1 to do.
„ Sequel No. 2 to do.
„ Supplement to the 4th Book of Lessons.
„ Fifth Book of Lessons.
Chambers' Exemplary Biography.
Departmental First Book of Poetry.

Hughes' Specimens of English Poetry.
Goldsmith's Traveller and Deserted Village.

Grammar, &c.

Arnold's Grammar, Junior.
„ „ Classical.
„ Spelling turned Etymology, Part I.
„ „ „ „ II.
Butler's Spelling Book.

Composition.

Hopkin's Exercises.
Reid's Composition.
Morell's Analysis of Sentences.

Elocution, &c.

Chambers' Elocution.
Introduction to the Art of Reading.
Walker's Pronouncing Dictionary.

History.

England, Simpson's Goldsmith.
„ Morris.
„ Annals of.
Maratha History (Catechism).
India, Marshman.
„ Morris.
„ Garrett.
„ Murray.
„ Gleig.
British India, Gleig.
Modern History, Owen.
Rome, Schmidt.

Geography.

Cornewell's Elementary.
„ Advanced.
Sullivan's.

Miscellaneous.

Natural Philosophy, Chambers'.
" " Herschel's.
Tate's Little Philosopher.
Fownes's Chemistry.
Lindley's School Botany.
Balfour's Botany.
Chambers' Introduction to Sciences.
The Egypt of Herodotus (Arnold).
Hitopadesh (Arnold).

Mathematics.

Cornewall & Fitche's Arithmetic.
Thomson's Arithmetic.
Colenso's Algebra.
Tate's Ditto.
Potts' Euclid.
Thomson's ditto.
" Trigonometry.
Todhunter's ditto.
Rawlinson's Conic Sections.

CLASS BOOKS FOR VERNACULAR SCHOOLS.

MURATHEE.

1.—*Reading Books.*

Departmental Primer.
" Sequel to ditto.
" Second Book.
" Third Book.
(And other books of the series as published.)
Esop's Fables, translated by Sadashiw Cashinath Chhatre.
Balmitra, vol. I. do. do.
Moral Class Book, by Hari Keshaoji.

2.—*Poetry.*

Essence of Advice, by Vishwanath Narayan Mandlik.
Moral Maxims in Verse, by Vinayak Eshwant Berdeh.

Selections from the Murathee Poets, by Parashurampunt Godboleh.

3.—*Grammar.*

Balshastri's Outlines.
Lughu Vyakurn.
Dadoba's Grammar.
Sanscrit Grammar, by Krishna Shastri Chiplunkur.

4.—*Arithmetic.*

Integral Arithmetic (Purnank), by Col. Jervis.
(To be superseded by a new work now in the press.)
DeMorgan's Arithmetic.

5.—*Higher Mathematics.*

Algebra, Haddon's.
„ DeMorgan's.
Plane and Spherical Trigonometry.
Mensuration of Planes and Solids.
Balshastri's Rudiments of the Differential and Integral Calculus.
Natural Philosophy for Beginners, by Govind Gungadher Phadkeh.

6.—*History and Geography.*

Rudiments of Geography.
Sullivan's ditto.
History of Maharashtra.
„ India, by Bal Gangadhar Shastri.
„ British India, by ditto.
„ England, by ditto.
„ ditto, by Hari Keshaoji.
„ the Marathas, by Capt. Grant Duff (translated by Captain Capon).

7.—*Miscellaneous.*

The Atmosphere and its Phenomena.
Catechism of General Knowledge.

Dialogues for the People..
Essays on Habits and Study, by Vishwanath Narayan Mandlik.
Stories about Animals.
Instructions on Agriculture.
Life of Columbus.
Vegetable Substances used for the Food of Man, by Govind Narayan.
Youth's Book on Natural Theology.

GUZERATEE.

1.—*Reading Books.*

Lipidharah.
Dodsley's Fables.
Pleasing and Moral Tales.
Moral Maxims.
Esop's Fables.
Balmitra, vol. I.
„ vol. II.
Moral Class Book.
(All to be superseded by the new Reading Series when published.)

2.—*Grammar.*

Hope's Grammar.
Gungadhur Shastri's Grammar.

3.—*Arithmetic.*

Jervis's Translation of Hutton's Course.
(To be superseded by a new one under preparation.)

4.—*Higher Mathematics, &c.*

Hutton's Algebra, by Jervis.
„ Geometry.
Euclid, Part I.
(And other parts as they come out.)
Practical Geometry.

Trigonometry with Logarithms.
Mensuration of Planes and Solids.
Natural Philosophy for Beginners.
Green's Astronomy.
Manual of Surveying.

5.—History.

India, Hindu and Mahomedan Periods.
British India (translated by Ranchordass Girdharbhai).
History of Guzerat, by Magganlal Vakatchund.
History of the Marathas, vols. I. & II.

6.—Geography.

Hope's Geography, parts I. & II.

7.—Miscellaneous.

Selected Lives, from Chambers.
Life of Columbus.
Youth's Book on Natural Theology.
Vegetable Substances used for the Food of Man, by Govind Narayan.
Introduction to the Sciences.
Pingal Pravesh (Prosody).
Oral Lessons.

36. This statement is revised half yearly, and published in the catalogue of the Government Book Department.

37. *Book Department.*—During the year principal branch depôts have been established at Ahmedabad, Poona, and Belgaum, the first being chiefly a depôt for Guzeratee, the second for Murathee, and third for Murathee and Canarese books.

38. Branch depôts for English books have also been established in connection with almost all the Government English schools in the Bombay Presidency. Depôts for the sale of vernacular books have also been established at the different zillah stations.

39. The subject of taking securities from the different classes of depôt-keepers was under consideration, and it is owing probably partly to this cause that the extension of school depôts has not proceeded so rapidly as might have been expected.

40. (*c.*) *Examinations.*—The subject of central examinations will be hereinafter treated of (see paragraph 120, *seq.*).

41. *Government Colleges and Schools.*—I now proceed to give some account of the Government institutions existing in the Presidency. First, under the head of general education, comes the University with its affiliated colleges. I then consider the high schools which prepare for the University, then the superior Anglo-vernacular, or "middle" schools as they may be named, and, finally, the vernacular (including the at present insignificant class of inferior Anglo-vernacular) schools.

GENERAL EDUCATION.

42. *University, incorporated by Act No. XVII.* (*18th July*) *of* 1857.—During the year the Syndicate and Senate met repeatedly to settle the code of bye-laws and regulations, using the code of the Calcutta University as a basis. The discussions thus excited were elaborate and business-like, and a corresponding delay took place before every article of the code could be settled. The draft code was, in the course of 1858, submitted to the local Government, who, in January 1859, forwarded it to the Supreme Government.

43. At the end of the year under report no reply had been received from Calcutta, and some natural disappointment was felt by students, who hoped that at least a *Matriculation* examination would have been held some time ago.

44. The reason for the delay is no doubt to be found in the fact, that the Senate, after careful consideration, were unable to adopt several of the rules laid down for the Calcutta University. It would be hardly becoming for me to enter here into a discussion of the points of difference between the Bombay and Calcutta codes, but I may perhaps be permitted to say that the former was so framed as to require a smaller *number* of subjects from candidates for degrees and honors, but a more thorough acquaintance with each.

45. *College Education. General Remarks.*—I am happy to be able to congratulate Government, without reserve, on the uniform improvement that I observe in our college education.

I include the Elphinstone, the Grant Medical, and, in a special manner, the Poona College, which has lately made a great advance, and now seems likely to contribute its proportion of competent candidates for University distinctions. Under the respective heads of the colleges referred to will be found detailed information respecting their condition. I beg leave here to record some observations of a general nature.

46. There are very erroneous notions still prevailing among the students and ex-students of our colleges, as to the nature and scope of a university education, notions which may be reduced to an impatience of that drilling process which is essential to make "ripe and good" scholars. I observe a marked tendency to despise the school-boy acquirements which constitute a necessary basis for academical study. It is, forsooth, below the dignity of a college student* to be made to spell and compose grammatically in English and his own vernacular, to translate with critical accuracy, to work out deductions from Euclid, and (lowest of all) to write a good hand.† Such things may be very well for a Carkoon. The ambition is to go on to political economy, metaphysics, ethics, jurisprudence, and the like branches of learning, which none

* These opinions seem to be current among a class of native society, which has a certain influence over college students when released from academical discipline.

† Shakespear ridicules the affectation of despising good hand-writing, in satire that is by no means obsolete, or exotic to Bombay:—

> "I once did hold it, as our statists do,
> A baseness to write fair, and laboured much
> How to forget that learning."—(*Hamlet*, Act V. sc. 2.)

An ingenious author says:—"Bad writers cannot now plead great examples for bad writing. It is a curious thing, but going back for a long period you may notice that, with few exceptions, prime ministers have been remarkably good writers. Canning, I am told, wrote a beautiful hand; the Duke of Wellington, a clear and noble one; Sir Robert Peel, a most legible hand, although perhaps too mercantile for beauty, but still an excellent hand. Lord Palmerston's hand-writing is a model of good penmanship; Lord John Russell's, forcible and distinct; and I might continue to give a long list of eminent men who have not disdained to take much pains with their hand-writing."—*Friends in Council.* New Series, vol. i. page 270. Calligraphy, it should be remembered, is, in the east, an indigenous accomplishment.

but an accurate scholar can hope to profit by. There is a similar impatience of arithmetical and geometrical discipline.

47. Thus there is a constant danger lest we should relapse into that slovenly style of scholarship which was so rudely exposed four years ago. Tutors and teachers are apt to become deadened by familiarity to blunders which strike a fresh examiner with the most unpleasant astonishment. The slightest remission of carefulness and severity, the least countenance given to the erroneous notions of education above mentioned, will open the door to an evil that is only too ready to return.

48. The progress on which I have congratulated Government is, of course, only relative. Time and means have been wanting to produce such a state of scholarship as I could, in the abstract, describe as satisfactory. A thorough reform has to strike root in the district English schools, and, as I have so often represented, a new class of instruction, preparatory to college, has to be supplied before the desired standard of scholarly accuracy can be reached. At present the first year at college has to be spent in what is properly school-work.

49. The University will be a powerful ally to the cause of accurate scholarship, and I look forward anxiously to its early commencement of operations.*

50. *Central Examinations.*—The way has been prepared for the University by the institution of examinations, designed to draw out the general results of the student's education, and not merely his knowledge of particular books, at several stages of his career, and in which no "cramming" will enable him to deceive the examiners or the public, as to the real state of his attainments. These are,—(1.) The annual examinations of

* This is not the place for discussions on the theory of education, or I should have wished to develope the idea of a liberal education as being something very different from a multifarious heaping together of accomplishments and information, and to enforce the fundamental truth that *multum non multa* should be the aim of a college student. But I venture to extract a passage on Study, from Sir William Hamilton's Discussions, the authority of which may weigh with some:—"As the end of study is not merely to compass the knowledge of facts, but, in and from that knowledge, to lay up the materials for speculation; so, it is not the quantity read but the degree of reading which affords a profitable exercise to the student. Thus it is far more improving to read one good book ten times

Anglo-vernacular and English schools, conducted in the rainy season, by means of printed questions issued by the Director of Public Instruction, and oral interrogation by local committees.

51. (2.) The examination for college entrance and junior scholarships (candidates not to exceed nineteen years of age) held annually in April by the professors of the several Government colleges, by means of one set of printed questions, together with branch oral examinations conducted by committees at the several English schools at which candidates may be forthcoming.

52. Both these examinations are distributed under the heads of, 1, *Language* (English and vernacular); 2, *Mathematics* (arithmetic, algebra, and Euclid); 3, *General knowledge*, (*a*) history and geography, (*b*) common scientific information.

53. (3.) The examination for senior scholarships, in the Elphinstone and Poona colleges, conducted by special examiners appointed by Government, and coming in the middle of the student's college career. (Candidates must be of at least one year's standing in college, and not more than twenty-one years of age.)

54. Elsewhere in this Report and in the Appendix [A] will be found further information on the subject of these examinations as held during the past year.

55. The University will add to this series the B.A. examination at the end of the student's college career, and insert a matriculation examination that will correspond to, but of course not supersede, that for junior scholarships.

56. The record of these examinations will be, in fact, the history of English education in the Presidency.

than to read ten good books once, and *non multa sed multum*, 'not much perhaps but accurate,' has from ancient times obtained the authority of an axiom in education from all who had any title to express an opinion on the subject." (Page 682.) And see the Report of the Indian Civil Service Examination Committee (Nov. 1854): "We are of opinion that a candidate ought to be allowed no credit at all for taking up a subject in which he is a mere smatterer. * * * A single paper which shows that the writer thoroughly understands the principles of the differential calculus ought to tell more than twenty superficial and incorrect answers to questions about chemistry, botany, mineralogy, metaphysics, logic, and English history."

GOVERNMENT COLLEGES FOR GENERAL EDUCATION.

57. *Elphinstone College.*—In my last Report I gave an account of the re-organisation of this college, and a sketch of its history since the examinations of 1854-55. The new regulations are working satisfactorily. They related, as may be remembered, to junior scholarships, senior scholarships, and junior and senior courses of study.

58. (*a.*) *Examination for Junior Scholarships.*—The examination was held in the last week of April by the principal and professors under printed regulations, which, together with the standard and questions, appear in the Appendix [C]. Thirteen junior scholarships, of Rs. 10 per mensem, were to be awarded.

59. Fifty-seven candidates, reduced to twenty-seven by the "preliminary" trial, presented themselves for examination at Bombay. Candidates also were examined (I do not know the exact number) at Rajkote, Broach, Surat, Rutnagherry, Sattara, and Kolapoor.*

60. The following elections were made :—

Name.	School.
Junior Scholars.	
Balkrishna Moroba	Central English School.
Dhunjeebhoy Shapoorjee.	Ditto.
Govind Krishna.....	Government English School, Rutnagherry.
Hormusjee Jahangeer ..	Central English School.
Kavasjee Edaljee	Sir J. J. Parsee Benevolent Institution.
Krishnath Ambernath ..	Central English School.
Krishnajee Balal.....	Government English School, Rutnagherry.
Luximon Dajee	Ditto ditto.
Nana Bapoo	Central English School.
Narayen Amritrao ....,	Ditto.
Ramchunder Vishnoo ..	Ditto.
Ratansha Eraksha.....	Ditto.
Vinayak Balwuntrao	Ditto.

* I regret that no candidates appeared at Ahmedabad this year. Until arrangements are made for the lodging of students in Bombay under proper control, I fear we shall not have a supply of candidates from that city.

Name.	School.
Free Students.	
Ardaseer Framjee	Central English School.
Bomunjee Palanjee.....	Ditto.
Dadabhai Dossabhai	Ditto.
Furdunjee Merwanjee....	Ditto.
Jagonath Atmaram	Ditto.
Jamsetjee Manockjee	Ditto.
Mahadajee Vithal	Government English School, Rutnagherry.
Narbheram Bagobhai....	Ditto Surat.
Narozjee Manockjee	Mr. Hinton's School.
Vinayak Morojee	Free General Assembly's Institution.

61. The Rutnagherry school therefore bears the palm from the schools of Sattara, Surat, Broach, Kolapoor, and Rajkote. Sattara stands second; the Central School still retaining its clear superiority over all the schools in the Presidency.

62. The junior scholarship examinations, as at present organised, offer an increased area of selection to the college, and must exercise a powerful effect on the Mofussil schools, stimulating and directing their highest studies, and affording a ready means of comparing their efficiency.

63. Professors Sinclair and Hughlings favoured me with remarks on the deficiencies of the answering, and some practical suggestions that I embodied in the following Memorandum, and circulated for the instruction of the district schoolmasters. Next year I hope I shall be able to report an improvement in the points unfavourably adverted to.

MEMORANDUM.

The Director of Public Instruction, in circulating the following extract from the reports of examiners for junior scholarships at the Elphinstone College, requests that inspectors will carefully bear in mind the deficiencies there pointed out in the Government English schools, and the suggestions made for remedying them. Schoolmasters are desired to carry out the advice of the examiners as far as possible, and to report specially to the inspector what they propose to do with that

end, and whether they are unable to execute the measures suggested, to any and what extent, and why.

2. Attention is also requested to the three last paragraphs of the Director of Public Instruction's Circular of 8th instant.

(Signed) E. I. HOWARD,
Director of Public Instruction.

Poona, office of the Director of Public Instruction,
23*rd August* 1859.

EXTRACT FROM REPORT OF EXAMINERS FOR JUNIOR SCHOLARSHIPS AT THE ELPHINSTONE COLLEGE.

"The most notable deficiency this year is the very bad writing of the pupils from the schools at Broach and Kolapoor.

"I beg to recommend most strongly that a printed copy of the mathematical papers set for this junior scholarship examination (and one of those of the last October examination, if obtainable) be pasted on a board, and hung up in each school, to give a direction to the mathematical studies. And if the masters would systematically, at least once a month, set a paper framed on the same plan, to be answered by their best pupils with the greatest care and without assistance, and would examine the answers and point out the defects in matter and style, an improved order of answering and a better observance of the directions would result.

"*English Paper.*—In this paper all candidates were required by the printed directions to attempt the first and last questions. To this some candidates paid no attention whatever; some obeyed its letter but not its spirit, merely putting down something which they imagined might pass as an attempt. Others, again, in the attempts they made, so fully proved their unfitness to receive stipends, or the indulgence of a free education, on the strength of their English scholarship, as to render it unnecessary to examine their paper further.

"The papers of the Mofussil in this class are, however, gratifying improvements on the average of what I have before

seen from their schools. But great improvement may yet be made in habits of carefulness and attention, habits more safely despised by those that have them than by those who want them. Considerable trouble has been given by neglect or misapprehension on the part of candidates of the directions at the head of their paper, a sort of carelessness or blundering that would not be so common were our school-boys more accustomed to think for themselves in the course of their every-day work. All such papers I have destroyed. It may also be profitably kept in mind by those intending hereafter to stand as candidates, that when a question is asked, a real answer is wanted, not a sham one, not such a one, for instance, as the following, in which the writer pretends to give, in the form of a letter, an account of the comet which appeared in October last:—

"'To CHOTALAL AMRITLAL, inhabitant of Broach.'

"'DEAR SIR,—I am sorry to say that I have not received any letter since you left this place for Cambay which produced great anxiety in my mind, but this letter will remind you to write a letter. I am also going to give you an account of the appearance of the comet. It had a long tail, but in consequence of the star coming in sight, the people thought that a great calamity will take place.

"'Yours most truly, &c.'

"The mention of this may be useful, since some may be under the impression that marks are given for such performances. They are not uncommon.

"As one means of avoiding the worst errors that disfigure the papers in history, I would suggest that schoolmasters institute periodical examinations on the particular history their scholars are prepared to be examined in. At these examinations no scholar should be allowed to reproduce the *words* of his text-books, except as direct quotations from a specified author.

"It is by means of these examinations, and by his remarks on the papers produced at them, that the teacher should give instructions in history. Weekly *vivâ voce* examinations may also be held for the benefit of those who are not sufficient

masters of English to prepare with effect for the weekly or quarterly one on paper. Vernacular lectures, to be afterwards reproduced by the pupil in clean note-books, might very profitably be delivered at fixed intervals by native masters.

"Each student should provide himself, or be provided, with a private copy of the text-book recognised by the Educational Department. The school library may be supposed able to afford assistance to students who wish to help out their text-books from other authors, or to thoroughly study the history of any particular period. I would respectfully suggest that the college satisfy itself, by special inquiries, that the schools it has to look to for scholars are well equipped with books; and where they are not, it should report the fact as a matter affecting the interests of the college, to the Director of Public Instruction."

(True extract)
(Signed) E. I. HOWARD,
Director of Public Instruction.

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64. (*b.*) *Senior Scholarship Examination.*—The report of the examiners will be found in the Appendix [A], together with a Memorandum by the Director of Public Instruction, and a Resolution of Government, to which I beg to refer.

65. A modification has been introduced into the scholarship rules, by which a limited number of students are allowed to compete at the end of their first year for senior scholarships, the object of which change was to excite increased emulation among both junior and senior students. The result of the late examination has remarkably illustrated the reasonableness of the measure; for out of 19 senior scholars there were elected, no less than 7 are young men who have only completed one year's college study. Their success is most creditable to them, and confirms my impression that each new batch of college students is better on the average than its predecessors.

66. The following persons were elected senior scholars and free students:—

SENIOR SCHOLARS.

	1st Class.	College Standing.
Mr.	Narayan Mahadeva	4th year.
„	Trimbuck Bapoojee	2nd do.
„	Wamon Abajee	1st do.
„	Krishnajee Bapoojee	
„	Uttumram Narbairam	4th do.
„	Bhai Ramchunder	
„	Ardaseer Pestonjee	3rd do.
„	Framjee Bomanjee	1st do.
„	Bala Mungesh	4th do.
„	Janardhan Sukharam	2nd do.
	2nd Class.	
Mr.	Heerjeebhoy Aspandiarjee	4th year.
„	Pestonjee Cowasjee	3rd do.
„	Mahadeo Govind	1st do.
„	Nagurdass Tulseedas	
„	Khunderao Chimunrao	
„	Muncherjee Kirsetjee	2nd do.
„	Kirshedjee Dinshaw	4th do.
„	Girdhurlal Dayaldas	1st do.
„	Bhasker Hari	4th do.

FREE STUDENTS.

Mr.	Ragoonath Narayan	2nd year.
„	Balcrishna Vassoodew	
„	Mahadeo Narayan	
„	Balvuntrao Balcrishna	3rd do.
„	Framjee Dorabjee	2nd do.
„	Mahadajee Vishnu	3rd do.
„	Jamsetjee Dossabhai	2nd do.
„	Muncherjee Cursetjee	
„	Mukundrao Anunt	
„	Annundrao Hurrishunker	
„	Dinshaw Jeewanjee	

Messrs. Wamon Abajee, Krishnajee Bapoojee, Framjee Bomanjee, Mahedeo Govind, Nagurdas Tulseedas, Khunderao Chimunrao, and Girdhurlal Dayaldas thus deserve honourable mention.

67. (c.) *Courses of Study.*—In my last report I fully explained the principle on which the college studies have been re-organised into a junior and senior course. The former is intended to ensure a foundation of thorough "scholarship," and is the same for all students. At the end of it the student is submitted to the senior scholarship examination

(see Standard in Appendix [A], which corresponds to the "Moderations," or "Responsions," of an English university. The senior course of study, which is so arranged as to suit the several classes of students who wish to take University honours in general "literature," or "science," or to graduate in "law," is supposed to terminate with the B.A. degree examination.

68. *Principal's Report.*—In Appendix [B] will be found the Annual Report of the principal and professors, which is, on the whole, of a more cheerful character than has lately been usual. The following topics may be noted.

69. (*a.*) The attendance of students has increased in the face of more severe entrance examinations. At the end of the year there were 71 young men on the rolls; that is to say, 38 paid scholars, 11 free-students, and 22 fee-paying students. It is by the numbers of the last-named class that the popularity of the college must be gauged.

70. (*b.*) A still more important point is the increased attendance of *senior* students, an object particularly aimed at in the new scholarship regulations. Formerly few young men completed three full years, and hardly any four full years, of study. Now, at the end of the year, there were seven students who had completed four full years, besides the two Duxina Fellows who were fifth-year men.

71. At the commencement of the first term of 1859-60 there were on the rolls the following students:—

	Senior Scholars.	Junior Scholars.	Free Students.	Paying Students.	Total.
Fresh-men	....	9	8	13	30
Second year ..	7	6	1	4	18
Third year	3	.....	8	1	12
Fourth year ..	2	....	1	1	4
Fifth year	7	....	.....	....	7
				Grand Total..	71*

* These figures may be compared with the following, given in the college report for 1854-55, the last before the organisation of the Educational Department:—

First year	35	Third year.....	12
Second year	26	Fourth year	4

—77

72. It will be seen that there has been no increase of numbers since last year, but, as this is owing to the *sifting* effected by the late examinations, it is not to be regretted, and I firmly believe that there is a greater aggregate amount of mental culture and working power now assembled in the college than there has ever been before. At all events the creation of an entirely new class of students (the fifth-year men) will be welcomed by Government as a relief from the complaints so often repeated, that native youths cannot be induced to stay through a complete course of college study.

73. *Professors.*—During the past year the chair of Applied Science, as I have said, has remained vacant. Mr. Owen, Professor of History and Political Economy, has been absent on sick leave in Europe. His duties have been provisionally performed by Mr. Hughlings and Mr. Sinclair, but the gap left by so energetic a teacher has not been filled. On the other hand, two promising young men, Mr. Ramkrishna Gopal and Mr. Javerilal Umiashunker, have been appointed "Duxina Fellows" (see my report for 1857-58, page 43). The former has taught Murathee and assisted the professor of mathematics, contributing, no doubt, to the excellent appearance made by the students in that branch at the senior scholarship examination. The latter has taught Guzeratee. Vernacular instruction has thus, for the first time, been provided for the college students.

74. *Private Study.*—The principal refers to the increase of private study in the college. This is probably the result, in some measure, of the new scholarship rules, which encourage candidates to submit themselves for examination in extra voluntary subjects not lectured on by the college tutors. The improvement of the college library as regards books of reference, and the institution of a college study, are also to be considered; but, more than all, I attribute the increase of private independent reading to the zealous exertions of Professor Hughlings, who has induced the students to subscribe for and organise in college a book-club and reading room for themselves.

75. *Collegiate Residence.*—Nothing has been done towards providing residences for students, especially those from the Mofussil. No need is more urgent. Even in England collegiate residence is considered by the best authorities indispensable for the highest ends of university education. Much more is it necessary for native students, whose homes and families can hardly assist, and, it is to be feared, mostly throw discouraging impediments in the way of intellectual pursuits.

76. In judging of the performances of our students at examinations, we should not forget the domestic difficulties by which they are beset. Some of these difficulties the State cannot remove. It cannot prevent boys from marrying and begetting children at an age when all their superfluous vital energies are required for study at school or college. It cannot prevent a scholar spending on his relations the stipend which was intended to furnish him with books and all the other appliances of a liberal education, but which his family are apt to regard simply as an official salary, a legitimate addition to their joint income. The State cannot keep paupers out of its colleges, or draw rich young men in; but it may provide quiet lodgings for students to which women and children should not, as a rule, be admitted, and thus ensure that its paid scholars, during some days of the year at least, shall live in an academical atmosphere.

77. *Prizes.*—The principal makes no allusion in his report to the prizes which private liberality has founded in the college. These comprise the 'Gaikwar Scholarships,' which are annually awarded to two students, the most proficient respectively in English and Murathee and English and Guzeratee. The 'Bell' prize is for an English essay on some subject of natural science applicable to practical use in this country. The 'Gunputrow Vithal' prize is for a vernacular essay. The 'Soonderjee Jewajee' prize is for translation into Murathee; and I have yearly offered a corresponding prize for translation into Guzeratee.

78. There has never been any real competition for any of these essay or translation prizes; and I fear it must be con-

fessed that, as stimulants to work, they have been almost wholly useless. Yet their money value has always been much higher relatively than that of college prizes in England; and during the last year it has been found possible to increase the value of the Gunputrow Vithal prize to Rs. 75, the Bell prize and Sooderjee Jewajee prize to Rs. 60 each. Still, as long as these prizes are kept close to students of the Elphinstone College, I do not expect there will be any effective competition for them. Native students hang together so much, and know each other's strength so well, that the fact of one man's writing for the prize becomes at once known to all his fellow-students, and competitors are frightened away. This difficulty would be met by opening the prizes to the other colleges. I have done this with respect to my own prize, and I proposed the same course to the committee of the 'Bell' prize; but they objected so strongly that I could not persist. I take leave of the subject by confessing my disappointment that I have not the power to reform the prize system, which at present serves no purpose of use or ornament in the college, and annually discloses a want of literary energy in the students, which certainly would not exist in the most insignificant school in England.*

79. *Poona College.*—Extracts from the principal's annual report, with its accompaniments, appear in the Appendix [D]. The senior scholarship examiners, in their report, appreciate the performances of the Poona students in terms which, with the printed specimens of essays, show how great has been the advance in this college in the last few years.

80. Under the vigorous administration of Mr. Arnold, the college has now fallen into a settled routine, which, from

* *Note.*—In 1857 a native gentleman offered (through the Director of Public Instruction) the munificent prize of Rs. 500 for an English essay on the "Traits in the English Character which contribute to the Commercial Prosperity of England, and those in the Indian which hinder that of India." No compositions worthy of the prize having been received, this public-spirited gentleman increased the prize to Rs. 700; and I have had twice to extend the time for receiving compositions, in the hope (as yet vain) of exciting competition for the prize.

intimate personal knowledge, I pronounce to be well directed and healthy. I lectured regularly at the college during the rains to the senior class, and satisfied myself that they are a respectable, intelligent, and industrious set of young men. Two Parsee students of the name of Puddumjee, who are now entering on a new year of study, deserve particular mention, as being persons of ample means who have resigned to their poorer fellow-students the scholarships awarded to them in open competition, who study for the pure love of self-improvement, and whose manners, character, and conduct are entirely such as we look for in scholars and gentlemen. The influence of such young men in a college is most potent for good, and the best, perhaps the only, hope of complete success in Indian academical instruction (so much contemned and derided by some critics), is that the class to which these students belong will resort to our colleges in continually increasing numbers.

81. *Junior Scholars.*—Mr. Arnold refers (paragraph 4) to the good effect of the new junior scholarship rules, which have attracted "men of marked industry and promise" to the college from the chief schools in the Deccan, breaking through the monopoly formerly enjoyed by Poona boys.

82. The following young men were elected junior scholars and free students :—

Name.	School.
Junior Scholars.	
Eshwantrao Ambajee.....	Kolapoor English school.
Wassoodeo Nilkhant	Poona College school.
Krishnajee Eshwant	Sattara English school.
Anna Bhiorao	Ditto.
Vishnoo Sudashew.....	Poona College school.
Trimback Narayan.....	Kolapoor English school.
Narayan Wamon	Dhoolia do.
Rama Datar	Poona College school.
Free Students.	
Venayak Chimnajee	Poona College school.
Wamon Gunesh.....	Sattara English school.
Narayan Mahadeva	Dhoolia ditto.
Cashinath Dinkar	Poona College School.

83. The following young men were elected senior scholars and free students:—

Name.	College Standing.
1st Class.	
Mr. Vishnu Balkrishna.....	Fourth year.
,, Babajee Luximon	First year.
,, Bulwant Bhikajee	Ditto.
,, Bulwant Sitaram	Ditto.
,, Damodhar Jagonath	Fourth year.
,, Ganesh Narayan.....	Ditto.
2nd Class.	
Mr. Bhikajee Ramchundra ..	First year.
,, Trimbuck Saramjamay ..	Fourth year.
,, Ramakant Bhendey	Second year.
,, Narayan Krishna	Ditto.
,, Sudashiva Gorey	Ditto.
,, Gopal Chimnajee	First year.

84. *Statistics.*—There were forty-two students in the Poona College at the end of the year, against thirty at the end of the preceding year, as follows:—

	April 1858.	April 1859.
Fee-paying	3	9
Scholars	20	26
Free Students	7	7
	30	42

85. It must be remembered that the roll for April represents the numbers of the college after the "waste of the year," which is always considerable, in consequence of students constantly retiring on the attainment of any humble official employment. This evil, and the remedy for it, are considered by Mr. Arnold in his 6th paragraph. He gives gratifying evidence of the development of private study in the college, and I beg to refer to his discriminating account of the year's work.

86. *Sanscrit Study.*—In my last report I described the

thorough reform of the "Sanscrit department" of the college. I have now the gratification of stating that a European oriental scholar, learned both in Sanscrit and Zend,* has been engaged to superintend the Sanscrit studies. This gentleman is Dr. Martin Haug, *Privat-docent* of oriental languages in the university of Bonn, the author of several works on oriental literature published in Germany. He is expected to arrive in the course of the year 1859, and under his direction I trust that the Poona College will take its proper position as the centre of Sanscrit study for Western India, and a recognised correspondent of the illustrious Sanscrit scholars of Europe.

87. *Poona College School; Normal School.*—These institutions, formerly considered as integral parts of the college, have been, in the course of the last two years, organised as distinct schools, and will be mentioned hereafter under their proper heads.

88. *Law School, Bombay.*—These classes were instructed as usual by Professors Hore and Reid in law and jurisprudence, and examined by my learned friend Mr. White and myself in the month of June. I beg to refer Government to Appendix [K] in which the results of the examination are fully recorded.

89. *Grant Medical College.*—In the Appendix [L] will be found the report of the Grant Medical College, which must satisfy Government that there is no ground for the notion advanced by some, in consequence of the failure last year of the candidates for diplomas, that this noble institution is decaying.

90. The acting principal, Dr. Peet, observes:—"In the seventh paragraph of the report of last session it is stated that there were at that time within the college a large number of students who have attained to higher degrees of efficiency in the several subjects of study than their predecessors had done for several preceding years. I am happy to be able to report that the scholarship examinations this year have satisfied us that there are now in the college many very promising

* See Bunsen's Egypt, vol. iii., "The Age of Zoroaster."

students, who, I entertain no doubt, will, at a future period, do credit to the education they are receiving."

91. There were seventeen candidates for admission to the college, one being from the Elphinstone and one from the Poona College, nine from Government schools, and six from private institutions. Nine were elected, of whom seven came from Government institutions and two from private schools. It may be interesting to mention that one of the successful candidates, from the Scotch Mission School, Bombay, was a Mhar converted to Christianity, who surpassed several Brahmin, Shimpee, and Purbhoo, as well as Mahomedan and Parsee competitors. Every such triumph achieved by a person born of a race supposed to be degraded, is a subject of congratulation; for, while it unanswerably demonstrates the futility of certain arrogant caste prejudices, it does so naturally, without causing irritation or giving a pretext for faction-mongers to denounce the civilising policy of Government.

92. At the final examination nine young men received diplomas, including the four who were rejected in 1858. Of these nine, six have applied for and received the appointment of Sub-Assistant Surgeon, the residue preferring a career of private practice.

93. I adhere to the opinion which I have before expressed to Government, and which is held by Dr. Giraud, the late acting principal, that the college has passed through a crisis caused by the deplorably low state of English education in the Presidency of late years. A marked improvement has been already effected, and I trust that the college will never again be in want of a regular supply of fairly qualified students.

94. This gratifying prospect is rendered more probable by the new scholarship regulations, lately adopted on the abolition of the stipendiary system, and whereby the junior scholarship examinations of the Elphinstone and Poona colleges have been made available for the Grant Medical College. Candidates at provincial schools can now be examined for election to the college without the expense of coming to Bombay.

95. *Sir Jamsetjee Jejeebhoy.*—The acting principal, in his 24th paragraph, pays a tribute to the earliest and constant friend of the Grant College, Sir Jamsetjee Jejeebhoy, Bart., whose last benefaction to the college was a gold medal, to be annually awarded for proficiency in practical medical jurisprudence. Soon after those lines were written, the venerable subject of them passed away from us, full of years and honours, leaving a name that will ever be held in honour among all castes and races in India, and to his wealthy countrymen an animating example of munificence at once patriotic and catholic, unstinted and discriminating.*

96. *Civil Engineering Classes at Poona.*—This institution has not been established on a collegiate basis, in consequence of financial difficulties. There is no adequate provision in the Presidency for training candidates for degrees in engineering, and that branch of the University is consequently incomplete. Nevertheless the Poona classes are taught mathematics (including statics), surveying, and levelling, engineering, drawing, building, and construction, and setting out works on the ground. No instruction is given, or could be given, in experimental science or geology, in architecture and free hand-drawing, or in machinery and steam.

97. There are two engineering classes. The junior comprises twelve students, who are instructed in mathematics, surveying, the use of instruments, and drawing simple buildings to scale.

98. The senior class contains seven students, whose course admits more practical branches of knowledge. They were to be examined subsequent to the year under report. I have reason to be satisfied with the progress of these classes.

99. *Maistree Class.*—A special class of thirty pupils are trained for the lower subordinate branch of the Public Works Department. Nearly twenty men of this class are skilled

* I trust that it will not be considered out of place to state that the death of Sir Jamsetjee Jejeebhoy took place at the time when his noble portrait statue, by the Baron Marochetti, was being erected on its site in the vestibule of the Town Hall.

artisans. I have the highest opinion of the usefulness of this class. The men learn arithmetic, practical geometry, the use of the chain, field compass and mason's level, "lining out" works for execution, designing simple drains, measuring up work with calculation of quantities, and something of the properties of common building materials. They also work at their several trades.

100. *Mechanical School Branch.*—I have great satisfaction in reporting that, with the trifling abatement of Rs. 68, this branch has been self-supporting during the year (*vide post*, paragraph 174).

101. The success of the whole institution is due to the constant vigilance, energy, and practical good sense of Mr. Coke, the superintendent, whom I cordially recommend to the favourable notice of Government.

102. *Provincial College at Ahmedabad.*—The local funds collected for this object are kept in hand till financial circumstances shall allow Government to grant such an assignment as may suffice to establish a professional school or college at Ahmedabad.

103. *High Schools.*—The Surat school, having lost its English master, and the Ahmedabad school having sent no candidates for college, I have this year included under the head of High Schools, only the Central School, Elphinstone Institution, and the Poona College school, from which our colleges are almost exclusively supplied with students. But the term of High School, as I must remind Government, is only applied even to those institutions by courtesy and in anticipation of their establishment on that footing at an early date.

104. *Elphinstone Institution. Central School.*—The numbers at the end of the year were 543.

105. The junior scholarship examination showed that no other school in the Presidency can compete with it. I beg to express a highly favourable opinion of the character and activity both of Mr. Smith the head master, and Mr. Beyts the master of the candidate class. The latter conducts also a voluntary Latin class, which seems to promise to be

successful. For other details I beg to refer to the inspector's report, Appendix [F].

106. *Poona College School.*—This school is slowly recovering from the state of degradation in which the first annual examination (1857) found it. The numbers at the end of the year in the college school and its branches were 317. See principal's report, Appendix [D].

107. *Schools designed to be raised to the rank of High Schools.*—The Sirdars' school at Belgaum has been brought under the Department. It is not very well reported of. The Dhoolia school has sent some very promising young men as junior scholars to the Poona College. The same may be said of the Sattara school. The Rutnagherry school is apparently the best of our Mofussil schools,*—its pupils at Poona and Bombay are equally distinguished. The Conkanee Brahmins are subtile and industrious, succeeding particularly in mathematics. The school at Ahmedabad, as I have said, sends this year no candidates for scholarships to Bombay, but I have full confidence in the soundness of the instruction given by Mr. Curtis, whose merits I have frequently brought to the notice of Government. The Ahmednuggur school had fallen to a low ebb under the former master, and has been rising in numbers under Mr. Foxton. It is still, however, very low in point of efficiency.

108. *Surat School.*—As regards the Surat school, in justice to the late master, Mr. Good, who was rewarded by much calumny for his improvement of the school discipline, I will quote a paragraph from the inspector's report:—

"23. *Surat English School.*—Regarding the Surat high school much misapprehension appears to exist, and it has been said that it is in 'a very declining and drooping condition, and under the sole charge of an ill-paid and incompetent native assistant master.' The numbers at the time of examination were 353, which is higher by 15 than at the last examination, and as high as can be reasonably expected, considering that

* The master of the Rutnagherry school is Mr. Ramchunder Dinnanathjee.

for the Parsees there is a separate *free* school containing 146 pupils. On the transfer of Mr. Good to Poona, which took place in October, the head mastership on Rs. 100 per mensem, a sum the highest usually given to native head masters, was conferred on Nundshunker Tooljashunker, who at the time held the post of first assistant on Rs. 80 per mensem, to which he had originally been appointed at the strong recommendation of Mr. Graham. The subordinate staff consists of nine assistant masters, on salaries ranging from Rs. 70 per mensem downwards. The principles on which this school is conducted have undergone a complete change since the appointment of Mr. Good in 1856. He perceived that a single European master at the head of a school, with a large number of assistant masters and boys, has the choice of two alternatives,—either to give his whole time to his first class, especially the clever boys in it, and leave the rest of the school and the assistants pretty much to themselves, or devote to that class only an hour or two of his daily time, and spend the rest in giving lessons in and examining the other classes in rotation, general supervision, and the improvement of his assistants. The former promised the advantage and popularity of turning out a few very clever individuals, the latter that of ensuring justice being done to every boy whether clever or not, and an education, not perhaps high or brilliant, but thoroughly taught as far as it went and practically useful in life, being given. Mr. Good very judiciously chose the latter, and effected a great improvement in the discipline and mode of teaching throughout the school. A reduction in the course of study was, however, a necessary concomitant of the change, and it was, moreover, brought for a time below even its natural level under the new system by the departure of a large number of boys from the upper classes, many of whom were tempted by the employment the railway opened out to them. From the effect of this latter the school is recovering, while the improvement in discipline and sound teaching has, to the great credit of Mr. Nundshunker and his assistants, been maintained since Mr. Good's departure. There can, however, be no

doubt that the school suffers, both in prestige and in pronunciation and other points of study, from the want of European superintendence. Two European masters are required, so that both the first class and the rest of the school may receive full attention; and I trust that the inhabitants of Surat, who at present pay no portion of the Rs. 585 per mensem, which the Government schools in their city cost, will see the expediency of supplying at least one of these."

109. *English School at Aden.*—In my last report it was mentioned that, on the recommendation of the Political Resident, Government, in 1857, authorised the establishment of a public school at Aden for the instruction of youth in English, Arabic, Hindustanee, and Guzeratee. Mr. Charles Gilder was appointed head master on a salary of Rs. 300 a month. He opened the school on the 21st September 1857, and has discharged his duties to the entire satisfaction of the Political Resident.

110. The half-yearly return, dated 13th November 1858, shows that there were then 115 pupils on the register, that is to say:—

Jew	1
Arabs	41
Beni-Israel	2
English	6
Indo-Portuguese	2
Hindoos (Banians)	43
Parsees	3
Indian Mussulmans	17
	115

111. A main object in establishing the school was to reclaim the wild and fanatical Arabs of the station, and with that view the Political Resident and the Chaplain, Mr. Badger, who takes great interest in the institution, urgently solicited the appointment of a learned Arabic teacher, whose reputation would give prestige to the school. The Supreme Government, however, decided (21st August 1858) that

Arabic should only be taught as a vernacular, not as a literary language, and afterwards the state of the finances precluded any hope that this resolution would be re-considered.

112. With the exception of the Arabic department, the school seems to have succeeded very well under its energetic and intelligent head master.

113. The Rev. Mr. Bâdger observes, in a letter to the Political Resident, dated 26th April 1858 :—" It must be evident, even to a casual observer, that no pains have been spared on the spot to render the school attractive. The building, the apparatus, the establishment, the respectability of the teachers, the cleanliness, order, and discipline maintained within the walls, everything, in fact, connected with the locality and machinery of the institution bespeaks the liberality of Government and the practical wisdom and energy of all concerned in dispensing it. The simple existence of the institution, supported on such a footing, and exhibiting so many outward evidences of the value and importance assigned by their rulers to education, cannot fail to exercise a beneficial influence upon the native population of Aden.

" Equally deserving of praise (with one solitary exception, to be noticed hereafter) are the arrangements made to render available to the motley inhabitants of the place the benefits of a plain but sound and useful education; and, to crown the whole, a head master has been put in charge, whose appointment reflects the highest credit upon the perception and judgment of the Director of Public Instruction. A gentleman more thoroughly conversant with his work than Mr. Gilder, more active in the discharge of it, more interested in the welfare of the school, and better qualified, by character, temper, and acquirements, to promote it, could hardly be found; and I do not hesitate to say that the measure of success which has thus far attended the design is pre-eminently to be ascribed to the unwearied exercise of the prudent and talented supervision of Mr. Gilder. To what extent his energies have been fostered and supported by your ever-ready advice and countenance, it does not become me to speak; but Mr. Gilder fails

not to acknowledge, in the most grateful manner, how much he is indebted to your kindness in those respects.

"With regard to the results, judging from the average attendance at the school, it may fairly be said that the scheme has been appreciated sufficiently to warrant its continuance. The number of Arab children, indeed, is below the original estimate; but the default of the existing arrangement, whereby the Arabic occupies so subordinate a position in the educational course, amply accounts for that drawback. In all other respects the results are most gratifying, and such, I believe, was your own opinion after the late formal inspection of the school; for although the instruction at present imparted is necessarily restricted to the capacities of the pupils, and therefore quite rudimentary, nevertheless the examination of the several classes on that occasion elicited satisfactory proofs of progress, that much care had been bestowed upon mental training, that the efforts to inculcate habits of attention and reflection had not been fruitless, and, what is equally important, that the scholars generally manifested an interest and eagerness in their studies and an emulation to excel, which reflected great credit upon the teachers and argued favourably for the future advancement of their pupils."

114. Mr. Badger then proceeds to lament the "virtual exclusion of Arabic from the curriculum of the school." The meagre instruction now given by a teacher of the most ordinary abilities is what the Arabs may obtain anywhere for almost nothing, with the superadded acquirement of a rote reading of the Korán, a worthless acquirement truly, but one which has great attractions for the Arabs, and without which no education with them is deemed complete. Some respectable amount of their favourite sciences, such as grammar, rhetoric, logic, &c., might, and I believe would, compensate in their estimation for this defect in our system of education, especially if taught by a man with some recognised claims to scholarship, and many in Aden would, I am persuaded, avail of the Government school for themselves and for their children, if those studies were efficiently cultivated there. On the

importance generally of having able teachers to communicate even the rudiments of science, I need not enlarge in this place; Mr. Gilder's remarks on that subject, with special reference to the construction and genius of the Arabic language, are most sound, and deserve the serious consideration of all parties interested in the welfare of the Aden school.

"Here, however, it behoves me to observe that in the above suggestions I do not contemplate anything for the Arabic department, or for Arab youth, beyond what the Supreme Government have already sanctioned. I lose sight, in fact, of any design of drawing to the school the sons of Arab chiefs or others in our neighbourhood, and confine myself to the necessities of the Arab population of Aden, and the good policy and importance of attracting them to the Government school, by furnishing that institution with the means of imparting to them a sound education in their own vernacular.

"Neither, in the foregoing recommendations, do I ignore the wishes of the Government, that the cultivation of our own language among the native populations should be the primary object of our public educational establishment."

115. *English Schools in Sind.*—There is a superior Anglo-vernacular school at Kurrachee, and one at Hyderabad; a third will also be shortly opened at Sukkur. I examined the two former schools on my tour, and was much pleased with them both, but they are not yet to be compared to our best zillah schools in India. There is a great demand for English writers in Sind in Government offices, the telegraph, railway, &c. Salaries are nearly double the rates paid in India, and this will continue to be the case as long as the majority of clerks have to be imported. Hence the establishment of English schools in Sind is a lucrative investment of capital; and in this point of view, notwithstanding the orders against increased educational expenditure, I have recommended Government to open additional English schools in that improving country. Full statistics are given of the Kurrachee and Hyderabad schools by Major Goldsmid, Appendix [I].

116. *Government English, or Superior Anglo-Vernacular School, Kurrachee.*—This school was specially examined by J. Neville Warren, Esq., and Captain J. Dunsterville, in September. The report was favourable, and the specimens of answering forwarded to me are very creditable to the school, which labours under the same difficulty as the Poona Bazar school, that there is no common vernacular spoken by the students.

117. I visited and orally examined the school in December. I was well pleased with what I saw. The building was spacious and airy, and discipline seemed good. The attainments of the first class were rather below those of our better zillah schools in India. The school will be submitted, for the first time, to the central annual examination in 1859.

118. *Hyderabad.*—I visited in December, and was very much pleased with the English school at Hyderabad, which, considering its recent establishment, promises very well. Its progress does great credit to the acting master, Mr. Vishnoo Guneshram.

119. *Sukkur.*—I would respectfully ask the attention of Government to Major Goldsmid's observations (Appendix, paragraphs 13 to 16) on the Sukkur school. When I visited Sukkur and Shikarpoor in January, I received the impression that the latter station offered the more likely site for an English school.

120. *Annual Examination of Anglo-Vernacular Schools.*—The examination took place on the 1st and 2nd September, and was conducted according to circular instructions, and by means of questions issued from my office.

121. The papers were issued in sets of four (viz. 1, English; 2, vernacular; 3, mathematics; 4, general knowledge), of two grades, advanced and elementary. The answers of the former class were to be written in English, of the latter either in English or the vernacular as the respondent pleased.

122. *Presidency Division.**—The examination in this

* The Divisions had not at this date been re-organised.

division was very laborious. It was applied to nine schools* containing 1,820 scholars, of whom 1,182 were offered by the masters for examination. 270 senior sets of questions and 941 junior were issued, and of these about 220 senior and 800 junior were returned with the answers to the inspector (Dr. Haines).

He arranges them as follows:—

1. Central school, Elphinstone Institution, best in quantity and quality.
2. Rutnagherry Government English school.
   Sir J. Jejeebhoy Parsee Benevolent Institution.
3. Money Institution.
   Tanna Government English school.
4. Purbhoo Seminary, and the remaining schools which only received elementary sets of questions.

123. Dr. Haines carefully analyses the leading faults observable in the answers. I have printed extracts (paragraphs 7 to 19) from his valuable report in the Appendix [F].

124. The inspector also offers practical suggestions which will be considered in subsequent examinations. Extraordinary want of sense was shown by many pupils. Some copied out all the questions without attempting to answer one of them. The instructions were misunderstood in a variety of ways, and the answers returned in a state that indicated how little intelligence, method, and neatness were to be found among the boys.

125. I am so far from being annoyed at these disclosures as to be highly satisfied at them. They show that the

* Central School, Elphinstone Institution.
Rutnagherry School.
Tanna ditto.
Parsee Benevolent Institution.†
Money Institution.†
Jugoonath Sunkersett Anglo-vernacular school.
Fort Branch Elphinstone Institution.
Gokuldass Tejpall.
Purbhoo Seminary. †

A † denotes private schools.

examination is doing the work for which it was designed, that is, bringing to light all manner of faults which escape an inspector at a *vivâ voce* examination on visiting a school.

126. It will be remembered that the examination of September 1857 was a failure in the Presidency Division, owing to several reasons mentioned in my last annual report. The examination now described was therefore the first of its kind; and it may be safely predicted that next year will show (as in the other divisions) a marked advance in all the points so honestly censured by Dr. Haines.

127. *Guzerat Division.*—The examination in this Division, which also may be considered as the first of its kind, was conducted by Mr. Peile, C.S., attached to the inspector's office, who favoured me with an exceedingly well-written and sensible report, of which an extract (paragraphs 7 to 13) will be found in the Appendix [G].

128. The schools examined were those at Surat, Ahmedabad, Broach, Rajkote, Kaira, and Deesa. "The discretionary power allotted to the schoolmasters," Mr. Peile writes, "of determining how many of their pupils should be examined, and under which division, has been used with very different degrees of judgment. This causes some confusion in judging of comparative merit, as boys of the first class head the junior division in one school, and those of the fourth class in another." The proportion of the numbers of papers sent in from each school was as follows:—fifty-eight from Surat; nineteen from Ahmedabad; ten from Broach; six from Rajkote; seven from Deesa (Kaira is not specified).

129. The writing, especially in the vernacular, and spelling are reported as not entirely satisfactory in any school: the best writing in English, which may be considered decidedly good, is from Ahmedabad and Rajkote.

130. In English scholarship, Broach and Rajkote are favourably mentioned. Surat shows great varieties of merit, even in boys of the same class; Deesa is considerably below the other schools.

131. In mathematics, Surat and Broach exhibit the most

advanced reading. At Rajkote the junior papers were neatly written, and better than the senior. This branch of study appears to be a more favourite one than it would be in England.

132. In geography and general knowlege the Rajkote papers give evidence of some creditable thought, and some of those from Ahmedabad are spoken of with praise.

133. Translation and vernacular scholarship, especially the former, appear to be less satisfactory than English knowledge. Average merit is brightest at Ahmedabad and Rajkote. I will recur hereafter to Mr. Peile's remarks on the *general* result.

134. *Deccan Division.*—Captain J. F. Lester reports the following eight schools to have been examined:—the College school at Poona, the English schools at Poona, Ahmednuggur, Dhoolia, Sattara, Sholapoor, and Belgaum; also the Scotch Mission school at Sattara. (The mission schools at Poona and Nassick declined to compete.) The Dharwar school, which was closed shortly after last year's examination, does not appear, but it was re-opened in January (1859), and hopes are entertained of its being ready for the ensuing examination. The Belgaum (Jagheerdars') school appears for the first time, having been recently placed under this Department. Captain Lester reports* decided progress during the past year in nearly all the schools, the papers being more carefully done, and a general improvement having taken place in writing and orthography. This is the pleasing result of Captain Lester's successful conduct of the previous year's examination.

135. The schools examined have taken the following places:—

1. Sattara,
2. Dhoolia,
3. Belgaum,
4. Poona Coll. school,
5. Sholapoor,
6. Poona English (Bazar) school,
7. Ahmednuggur ditto,
8. Scotch mission school.

* Vide Appendix [H].

136. I must refer to the inspector's very careful and honest remarks on each school examined. The answering from Sattara, on the whole, is very well spoken of; Belgaum fairly; Dhoolia (which has sent its best pupils to the Poona college) not so well, but its junior division comes out first. The Poona college school was decidedly improved, but not so much as the inspector thought it should have been. It will probably take a higher place at the next examination. The Sholapoor school was much advanced. The Poona Bazar school and the Ahmednuggur school are severely censured.

137. *Sind.*—The examination was not applied to Sind, where English education is not as yet much advanced, but a beginning will be made next year.

138. *General Observations.*—The characteristic result of the examination has been to show the *helplessness* of our school children when called upon to do anything without assistance. The method of teaching has, no doubt, been in fault. The boys have not been thrown sufficiently on their own resources. They have been set to learn by heart and to work sums, and these tasks they do wonderfully well; but they have not been made to prepare their lessons beforehand, as English boys do. They are allowed to hang too much upon the master, and thus they fail when left to themselves.

139. To descend to details. They do not use the pen sufficiently. At each school when first examined the same excuse is made: "The boys are not accustomed to answer questions in writing." What a mistake is here disclosed!

140. Again, translation is neglected, and English is taught through the medium not of the vernacular but of English, an error which any classical scholar will appreciate. They thus lose their vernacular from disuse; and though they may gain a certain English vocabulary, they do not acquire the vital power of the English tongue, but remain the slaves of "dictionary words" and stereotyped phrases, the sense of which they only comprehend dimly.

141. The value of the constant practice of translation, both oral and written, as an intellectual exercise, is well

known to educational authorities. For many years it formed almost the whole school and college education of Englishmen at a time when England produced such a series of sages, scholars, and statesmen as no other country could surpass or equal. It is, indeed, a discipline which exercises some of the most important faculties of the mind, inductive and deductive, constructive and analytical, as well as memory, taste, and imagination. It is impossible to *dream* over a hard piece of translation, or to get through the work by the aid of mechanical processes. It is therefore peculiarly adapted to the national defects of our pupils, and I have accordingly laid great stress on this branch of teaching in the Circulars issued to schoolmasters from time to time. I trust that a change for the better is going on.

142. The contempt for good handwriting, which seems to have originated in the mistaken theory or negligent practice of influential European teachers in this Presidency, I have adverted to before. As a branch of learning it may seem trivial, but I am persuaded that, when we omit to insist upon good writing, we are pandering to that characteristic spirit of ambitious slovenliness which is so often manifested in our schools.

143. And, on the whole, I am strongly impressed with the necessity of constant watchfulness to protect all those parts of our school course which tend to produce skill or practical power, as distinguished from those which are designed to store the memory with facts. The former give much trouble to master and pupil, make little show, and are ever in danger of being neglected. The latter give no trouble to the master and little to a pupil with a good memory, and they afford the ready means of deceiving the inspector, the parents, the public, and the pupil himself, with an imposing appearance of knowledge, which, like the sequins of Arabian fiction, turns to worthless rubbish in the grasp of its possessor.

144. *Vernacular (including Inferior Anglo-Vernacular) Schools.*—I have elsewhere remarked on the prospects of vernacular, which I do not identify with primary education.

The inspectors' reports and the statistical tables give copious details of the existing Government schools of this class.

145. Some serious impediments, which have stood in the way of their improvement, are in course of removal. Cheap and good school-books are no longer wanting. Well-instructed teachers, in point of general knowledge, if not professionally skilful, are produced in sufficient numbers to supply vacancies suitable for them. The re-distribution of inspectoral divisions has made it more possible to exercise an efficient supervision over the schools of the Deccan and Konkun, and during the the past year I believe that steady progress has been made through the entire Presidency, especially in the Northern and Southern Divisions.

146. But I must plainly declare my belief that our vernacular school system is not in a sound condition. I do not now refer to the precariousness of our partially self-supporting schools, of which Government have heard enough, but to the *status* of Government vernacular schoolmasters.

147. The fact is that the Educational Department offers no hopes, no prizes, to those men. After labouring for years, and receiving the annual praises of the inspector, a teacher justly looks for promotion, but we can give him none if he does not understand English. In the other branches of the Government Service he might hope for the post of Mamlutdar, Deputy Collector, Head Carkoon, or Sheristedar, and a salary from Rs. 50 to Rs. 250 a month. As a vernacular teacher he is most fortunate if he achieves Rs. 25, and most probably he will not rise beyond Rs. 15. The Supreme Government have even intimated that Rs. 12 is the highest salary that should be allowed to a vernacular teacher. Now our vernacular teachers are necessarily much better instructed than the mass of Government servants, who have not been educated at English schools, and most of whom have not even been at a Government vernacular school. We could not reduce the standard of schoolmaster's education without lowering the scale of vernacular instruction throughout the country to mere reading, writing, and arithmetic, a retrograde

measure which Government would not desire. There is therefore a permanent source of unpopularity and discontent in the Department, which, if possible, it would be most desirable to remove.

148. Some palliation of the evil would be effected by the promotion of deserving schoolmasters in other and better paid branches of the public service. But heads of Departments are naturally unwilling to set aside the claims of long servitude and official experience in favour of outsiders, whatever their qualifications may be. And it certainly would seem in most, though not all* respects, desirable to keep in the Educational Department its most deserving and expert teachers, especially, perhaps, those of the lower grade.

149. The only adequate remedy will be to give vernacular masters a better prospect than they now have of advancement in the educational line. When a system of primary education is organised on the humble rudimentary basis which primary education in India must needs occupy, the Government vernacular schools (or the schools answering to the class which will then exist) will definitely assume their proper character as *middle schools*, in which, whether the elements of English are taught or not, the education will comprise all that is possible to teach through the vernacular. Our vernacular literature is growing so fast that in a few years I hope the means will exist for infusing into our superior vernacular schools a literary and scientific character that will broadly distinguish them from mere primary schools, and plainly vindicate the right of their masters to salaries on a higher scale than would be appropriate to elementary instruction.

150. The diffusion of primary schools will also necessitate the appointment of sub-deputy inspectors and masters of primary normal or training schools, whose salaries must be so

* This qualification is inserted, because in an instructor *freshness* is as valuable as *experience*. Teaching wears a man out sooner than any profession I know. In England the best college tutors are young men, and no public schoolmaster, in spite of the rank and emoluments attached to his office, looks to remain a head master all his life.

fixed as to secure the services of superior men, and will thus create prizes for the class of vernacular schoolmasters.

151. Possibly also, when financial pressure is removed, Government will be willing to establish a system of augmentation grants to the salaries of deserving schoolmasters, which would be equally applicable to vernacular and Anglo-vernacular teachers.

152. *Primary Education.*—In Appendix [J] will be found my special report on this important subject.

153. *Aided Schools.*—No grants have been made to proselytising schools in this Presidency, a circumstance that I cannot but look upon with satisfaction. I subjoin notices of such private institutions as are aided by the State.

154. *Schools of the Bombay Education Society.*—The inspector Central Division notices these schools, which may be considered as aided institutions, in his report (paragraphs 26, 27), to which I beg to refer.

155. *Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution.*—The course of teaching at the Central School has been, by the directions of the Parsee Punchayet, limited to the elementary subjects required in a commercial education. The school is entirely free, and doubtless performs a most useful function. It educates upwards of 300 pupils.

156. The Mofussil schools of the institution are in a very bad state, and have been placed by the Punchayet under the control of the Educational Department.

157. *The African Asylum.*—This institution was founded in 1853, for the reception of the African children who had been rescued from slavery by the cruizers of the Indian Navy. A grant of Rs. 1,500 was made by the Government in 1855 towards the funds, which are otherwise kept up by private contributions. A second donation of equal amount was made in 1857, and a third in 1859. In sanctioning the third grant the Government of India suggested that a fixed monthly grant should be made to the institution for every child of whose maintenance it relieves the State, and afterwards the grant was settled at Rs. 5-8-0 for each girl, and Rs. 6 for each

boy, until they should respectively attain the age of fifteen years.

158. I visited the African boys, who are instructed with the classes of the Indo-British Institution, in March (1859), and reported at length to Government on their state.

159. There were thirty-seven boys registered as having been entered at the institution since its foundation. Of these five were dead, one had absconded. Two (in January 1859) had been sent out as catechists under a clergyman of the Church Missionary Society. Twenty-nine therefore were inmates of the asylum.

160. I was satisfied that the boys are carefully looked after; and though their secular knowledge was very rudimentary and humble, they had evidently been zealously instructed. The change of expression, of feature even, visible in the oldest inmates, when compared with the last arrived, was very remarkable and pleasing. A rather low form of intellect seemed in these boys tempered with a docile, trustful, affectionate disposition. They all speak English with their schoolfellows, and associate on perfect terms of equality with the Indo-British boys.

161. *Girls' School.*—The girls are taught in a separate institution. They were visited by my assistant, Mr. Newnham, who submitted an interesting and satisfactory report to Government. They were, some Abyssinian and some Somali. He found twenty-three girls under the charge of Mrs. Jerrom, together with other girls belonging to the Indo-British Institution. They are taught English and either Hindustanee or Murathee, reading, writing, arithmetic, and needlework.

"They sang two or three verses of different hymns together. In this the musical talent of the African race was strikingly shown in the difference between their clear voices and correct time and the discordant sounds of the Hindoo organ."

162. *European and Indo-British School, Kurrachee.*—This school receives a grant of Rs. 80 a month from Government. I visited and carefully examined the boys' branch of it

in the course of my tour. About forty boys were present. Compared with similar institutions in India, it gave me in most respects a favourable impression. The aspect of the open English faces of the boys was particularly pleasing.

163. From a variety of causes, however, the schools for English boys, and still more for Indo-Europeans that I have seen, are, as a class, less satisfactory to a Government examiner (who has to exclude religious knowledge from his consideration) than Government English schools which cost less money. I had the misfortune to give some offence by the free exposition of my opinions on this subject in a report to Government which was forwarded for the information of the committee of the school to which it referred, and I shall not repeat my statements here. It will suffice for practical purposes to point out that, if the parents of Christian boys are unwilling to send them for education to the cheap English schools maintained by Government, which were three years ago thrown freely open to Europeans (see my report for 1855-56, paragraphs 13 to 25), they must be prepared to make pecuniary sacrifices for the maintenance of much more expensive private establishments of their own. In the present state of the labour market a European fit to be a schoolmaster easily obtains twice the salary that a native teacher of equal general attainments can command. If a competent English-born master is required, an adequate salary must be assigned to him.

164. Again, Christian boys, especially if English of the whole blood, are in great demand for situations requiring trustworthiness. Their parents therefore are tempted to take them from school, as soon as they can read, write, and cipher. The average age of the first class of the Kurrachee school was twelve years. It is no wonder if such a class is unable to compete with a native first class averaging fifteen or sixteen years old; and thus the school unavoidably takes a low place in the comparative estimation of the Government inspector.

165. *Orphanages.*—The Scottish and Roman Catholic Orphanages may also be considered as institutions aided

by the State. The former is mentioned in Dr. Haines's report. The latter has not been inspected.

166. *Low-Caste Schools, Poona.*—Three schools are kept up for Mhars and Mangs, under native management, aided by private subscriptions and a grant of Rs. 50 a month from the Duxina Fund. Government also granted, a few years ago, a sum of Rs. 5,000 for the erection of a suitable school-house. It is under contemplation to remodel these schools and to make them industrial. My next report will contain further particulars respecting these Mhar and Mang schools.

167. *Girls' Schools, Poona.*—Three schools for native girls, containing 168 pupils, are maintained by private subscriptions and a grant of Rs. 75 per mensem from the Duxina Fund. They are entirely under native management.

168. *Special Schools. Normal or Training Schools for Masters.*—Government are aware of the urgent need for European teachers of "method," or the art of teaching, in this Presidency.

169. *Poona.*—Our chief training establishment is at Poona, attached to the college. It is governed by assistant professor Keru Luxumon, an accomplished mathematician, under the principal. In Mr. Arnold's report (Appendix [D]) will be found a very full account of the school, its studies and statistics. The number of pupils at the end of the year was thirty-eight; and with their general, as distinguished from their professional, education, I am well satisfied.

170. *Ahmedabad.*—The inspector, Mr. Hope, has laboured zealously with his deputy inspectors for the organisation of the classes of Guzeratee teachers at Ahmedabad, to which it is proposed to transfer the class heretofore taught at Surat.

171. It should be mentioned that while Mr. Hope was in England on leave, he made himself practically acquainted with the methods in use at the chief training colleges for schoolmasters, and he has made the knowledge thus acquired very useful in his division. I have printed, in the Appendix, his account of his classes of masters.

172. *Dharwar.*—The class of Canarese masters at Dhar-

war is in a very low state, and will continue to be so until a master is appointed to take charge of it on a proper salary. The inspector, Captain Lester, and deputy inspector, Mr. Baker, are doing their best to remove its worst faults; but I can give no hope of the class rising to efficiency while it is preserved on its present footing.

173. *Normal School, Kurrachee.*—This school was examined by B. H. Ellis, Esq., assisted by Syed Amenoodeen. The examiners were satisfied with the arithmetic and geography. Sindee grammar was deficient, and hand-writing required improvement. The pupils were *not accustomed to answer questions in writing*, a fact on which I cannot comment severely, for, as I have shown above, the use of the pen has, until recently, been neglected in all our schools, to the constant humiliation of master and pupil. With these exceptions, the examiners complimented Moonshee Nunderam on the state of his class.

174. *Mechanical School, Poona.*—This school has been already alluded to, in connection with the engineering classes, Poona.

175. The mechanical branch has considerably extended its operations since last year, as shown by the following figures:—

Value of work executed in the year ending 30th April 1858 ..	Rs.	3,853	2	2
Ditto ditto 1859	„	11,075	5	7
Increase, Rs.		7,222	3	5

176. It is satisfactory to know that this branch of the institution is nearly self-supporting. The income this year fell short of the expenditure by Rs. 68 only.

177. The work turned out was very various; camp furniture, wooden-framed houses, roof-trusses for the railway goods-shed at Khandalla; large double gateway for the Poona Railway station, wrought-iron gates, and railway repairs to sluice gates, water carts (for the executive engineer), repairs to carriages, lamps, mathematical instruments, guns, a locomotive piston, a fire-engine, road-rollers, &c.

178. Mr. Tracy, superintendent of this branch, and Mr. Wardrope, foreman of the smiths' shop, have done very good service.

179. During the absence on leave of Mr. H. Coke, the whole institution has been under the charge of Mr. Griffith.

180. *Engineering Classes, Kurrachee.*—Sixteen pupils attended in two classes during the year, and there was also a voluntary evening class. A full account is given by Major Goldsmid (Appendix [I]) of the history and doubtful prospects of the institution. Three of the senior pupils have qualified for appointments in the subordinate branch of the Public Service, and three have obtained well-paid posts in the Sind Railway. The school has failed in its object of training native Sindees for the Public Service.

181. *Sir Jamsetjee Jejeebhoy School of Art and Industry.*—The school has been carried on under great difficulties, arising from the want of a proper building, sufficient models, and other requisites. The school has been removed from the Elphinstone Institution building, where the classes could only be held before ten o'clock in the morning, to the upper story of the Elphinstone College, which can be used all day. But its new quarters are no better adapted than the old to the purposes of an Art School, and they are less central and therefore less convenient for students attending offices. Government promised to the late Sir Jamsetjee to provide a proper building for the school, and doubtless will do so when financial pressure is abated.

182. I much regret that severe illness compelled Mr. Crowe, the accomplished superintendent of the school, to leave India suddenly in April, with little hope of returning. Mr. Terry, the drawing-master and teacher of wood-engraving, was appointed acting superintendent, and has shown great activity in his office. In the Appendix [M] will be found extracts from his report.

183. The average attendance for November 1858 was 33; December, 32; January 1859, 31; February, morning, 26; afternoon, 16; March, morning, 23; afternoon, 15; April,

morning, 18; afternoon, no return. The change of quarters has produced a temporary decline of attendance, which, however, is more than compensated by the work done in the additional classes, and by the opening of an elementary bi-weekly class at the Elphinstone Institution.

184. Mr. Crowe taught classes in practical geometry and perspective, which are not reported on. He also had a private class for water-colour drawing at his house.

185. Mr. Terry taught drawing in the following courses:—elementary drawing on the black-board; outline ornament, from the flat; drawing in outline, from models; figure drawing, in outline; shading, from the flat; outline, from the round (just begun); wood-engraving. An account of these classes will be found in the Appendix [M].

186. I trust that, in my next report, I may be able to state that something has been done to supply the following requisites to the school:—

(*a*) A convenient building.

(*b*) The nucleus of a library.

(*c*) A gallery of casts and models.

(*d*) Arrangements for a constant supply of proper drawing materials, engraving tools, box-wood, &c.

187. *David Sassoon School of Industry and Reformatory Association.*—This institution has been in satisfactory operation during the year. It is under a Christian superintendent. Instruction is given by a maistry carpenter and maistry smith, and a schoolmaster in Murathee and Guzerathee. Turning brass, moulding, and tailoring, are also taught. There are 43 pupils: 23 Hindoos, 17 Mahomedans, 1 Parsee, and 2 Christians.

188. *Female Education.*—The three girls' schools at Poona, mentioned above, aided by an assignment of Rs. 900 per annum from the Duxina Fund, command an average attendance of 120 pupils. I have no return of the private girls' schools at Bombay. They contain many hundred pupils, and are exclusively under native management. There is a girls' school at Rutnagherry maintained by private subscription,

and one at Sattara, established by the personal exertions of Mr. Govind Luximon, the master of the English school. Government exercise no direct control over any of these schools,—a concession to native feeling which seems to have been wise. Female education has been chiefly promoted by the efforts of benevolent Europeans and of natives educated by Europeans, yet I am not aware that in this Presidency any jealousy has been manifested, at least of late years, by any section of the native community."

189. Government, in their Resolution No. 1208, dated 11th May 1857, sanctioned, in the Guzerat Division only, the distribution, once in twelve months, "to vernacular school-masters, who may have succeeded in getting up girls' classes attached to their schools, of rewards proportioned to the number and attainments of their pupils, on the understanding that such expenditure shall not, in the whole, exceed Rs. 25 per mensem."

The following statement shows the amount of such rewards distributed during the year under report:—

To the master of the vernacular school at Kupperwunj, for a class of 8 girls			Rs.	8
Ditto	ditto	at Kaira, for do. of 2 do	„	2
Ditto	ditto	at Nariad, for do. of 2 do.	„	2
Ditto	ditto	at Broach, for do. of 11 do.....	„	12
Ditto	ditto	at Ankleshwur, for do. of 4 do. ..	„	4
Ditto	ditto	at Mahoonda, for do. of 4 do	„	4
Ditto	ditto	at Aleena, for do of 4 do.....	„	2
Ditto	ditto	at Koth, for do. of 4 do.	„	2
			Rs.	36

The rule may advantageously be extended to the other districts whenever the state of the finances may permit.

190. *Miscellaneous.*—During the year I was engaged in elaborating a scheme for regulating entrance and promotion in the Public Service, which was afterwards submitted to Government. A satisfactory settlement of this important matter would do much to strengthen the hands of the Educational Department.

191. *Services of Officers.*—I beg to record my particular obligations to Mr. Hope, Mr. Arnold, Professor Sinclair, and Professor Hughlings, for zealous services rendered during the year.

192. Among the deputy inspectors, I desire to express my personal sense of the labours of Mr. Mahadeo Govind Shastree.

193. The inspectors mention in their reports the following persons who have been of service to the cause of education :—

T. Ogilvy, Esq., C.S.	Dharwar.
Stewart Gordon, Esq., C.S.	Do.
C. F. H. Shaw, Esq., C.S.	Ahmednuggur.
Dr. Fraser, Civil Surgeon	Do.
The Principal Sudder Ameen	Do.
W. H. Havelock, Esq., C.S.	Belgaum.
Dr. Mills, Civil Surgeon	Do.
Major T. Candy	Poona.
E. Arnold, Esq.	Do.
Rao Saheb Narayen Bhai.....	Do.
Dr. Mackenzie, Civil Surgeon.....	Dhoolia.
J. B. Richey, Esq., C.S.....	Do.
The Principal Sudder Ameen	Do.
R. H. Pinhey, Esq., C.S.	Sattara.
J. MacFarlan, Esq., C.S.	Do.
The Principal Sudder Ameen	Do.
J. A. G. Duff, Esq., C.S.....	Sholapore.
Dr. Sylvester, Civil Surgeon.....	Do.
The Principal Sudder Ameen	Do.
Venayekrao Diwakur, Mamlutdar of Nariad	Kaira.
Jugjeevandas Khooshaldas, Mamlutdar of Dholka	Ahmedabad.
Balwuntrao Gunesh, Mamlutdar of Veerumgam	Do.
Jamietram Himatram, Moonsiff of Gogo..	Do.
Narrayenrao Balwunt, Moonsiff of Sujod..	Broach.
Bhaijee Veni, Police Patel, Juntran	Do.
Amthabhai Varajbhai, Mookhee, Sarsa....	Kaira.
Jeysingbhai Dhurumdas, Mookhee, Antrolie.	Do.

Narrayenbhai Kisondas, Ameen of Veersud	Kaira.
Ghulam Mohideen, Moonsiff of Bardolee.	Surat.
Dinshawjee Pestonjee, Moonsiff of Oolpad.	Do.
Jethabhai Heerachund, Mamlutdar of Mandvee	Do.
Hakoomutrall Dolutrai, Desai of Broach.	Broach.
Sudashiv, Shastree of Broach.....	Do.
Hareelal Ambashunker, Sudder Ameen at Broach	Do.
Bomonjee Behramjee, Vukeel at Broach.	Do.
Sorabjee Pestonjee, Vukeel at Broach ...	Do.
Oottumram Annundram, Vukeel at Broach	Do.
Mir Hafiz Ala Ahmudala, Vukeel at Broach.....	Do.
Chimonrao Bhugwuntrao, Mamlutdar at Broach	Do.
Mir Kudanttoola Mir Huccoomtoola, Mamlutdar at Broach	Do.
Hadribhujundass Amratram, Bava at Broach.....	Do.
Munsookhram Nundkishordass, Maymoodar at Broach	Do.

And many of the district revenue officers in the Ahmednuggur, Dharwar, Belgaum, Khandeish, Poona, Sattara, and Sholapore Collectorates.

I have the honour to be,

My Lord,

Your most obedient Servant,

E. I. HOWARD,

Director of Public Instruction.

APPENDICES

TO THE

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION

For 1858-59.

I.—INSTITUTIONS FOR GENERAL EDUCATION.

TABLE I.

Government Colleges and Collegiate Institutions.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average Daily Attendance.	Number of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.						Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindus.	Mahomedans.	Others.	Total.		English.	Marathi.	Kanarese.	Gujarathi.	Persian.	Latin.		From Government.	Proceeds of Endowment.	Local Rate of Taxation, Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
															Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Elphinstone College.	Bombay.	1857	44	...	27	71	69	71	36	...	35	...	4	3	10,807 3 1	17,008 9 6	.. ..	780 0 0	.....	6,286 7 3	35,882 11 10	23,328 13 7	980 14 0	25,849 11 7	.....	..	504 2 7	172 12 7	
Poona College.	Poona.	1851	37	...	5	42	40	42	42	40	..	..	..	3 1	30,181 0 0	.....	.. ..	237 9 0	596 15 0	.....	27,115 8 0	26,660 8 7	341 9 6	26,999 9 1	823 8 8	..	604 12 10	654 8 5	

TABLE 2.

Government Schools of the Higher Class teaching up to University Entrance Standard.

Name of Institution.	Class.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipts.						Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Total.	Boarders.	Day Pupils.	Girls.		English.	Maori.	Greek.	Latin.	French.	German.	Italian.	Portuguese.		Fees Government.	Fees Capitation (Boarders).	Capitation Grant (Day Pupils).	Subscriptions, Donations, &c.	Fees, Class, &c.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
																	Rs. s.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	Rs. s. p.	
Central Hawke's Bay Institution.		1888	200	80	120	54	180	198	201	162	8	..	6	..	15	..	2 6	1,692 13 11	5,068 4 7	..	422 9 6	11,010 0 0	..	18,181 7 6	19,181 2 6	....	19,181 2 6	.....	..	97 15 8	3 3 7	The Central School, Hawke's Bay Institution, & the Petone Improvement of the Petone College are the only Institutions which exclusively train boys for the College
Petone College School.		1887	152	4	8	104	136	108	104	..	136	..	..	..	..	..	1 0 0	7,000 0 0	.....	..	.....	926 0 0	..	8,116 6 6	6,847 0 8	49 10 9	6,896 11 5	1,219 10 7	..	49 14	132 9 6	

TABLE

Government Schools of the Lower Class,

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipts				
			Hindoos.	Mahomedans.	Others.	Total.		Guzeratties.	Hindoostanees.	Marattees.	English.	Portugueses.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																	Rs. a. p.			Rs. a. p.	Rs. a. p.
NORTHERN DIVISION.																					
Superior Anglo-Ver. School	Ahmedabad	1846	180	6	24	210	149·1	..	..	..	210	..	..	..	..	As. 8	4,611 10 10	.....	..	.....	1,033 0 0
Ditto ..	Surat	1842	240	19	82	341	255	..	..	..	341	..	..	..	..	As. 8	6,849 14 2	.....	..	.....	1,579 8 0
Ditto ..	Broach	1849	71	3	51	125	86·2	..	..	..	125	..	..	..	..	As. 8	1,476 8 4	.....	..	124 14 0	657 12 0
Ditto ..	Kaira	1856	30	..	..	30	31	..	..	..	30	..	..	..	..	As. 6	469 12 7	.....	..	523 14 8	163 0 0
Ditto ..	Nerlad	1856	46	..	..	46	34·1	..	..	..	46	..	..	..	..	As. 6	249 10 7	.....	..	287 4 7	272 8 0
Ditto ..	Rajkote	1853	31	5	8	44	28·5	..	..	..	44	..	..	..	..	.....	528 7 10	.....	..	309 0 0	.....
Ditto ..	Bhowneggur	1856	55	..	2	57	36·4	..	..	..	57	..	..	..	..	.....	906 10 0	.....	..	85 2 0	.....
Ditto ..	Dhoolia	1853	69	2	5	76	52·3	..	..	..	76	..	..	..	..	As. 6	611 2 0	.....	..	841 15 9	263 8 0
Ditto ..	Tannah	1851	49	1	34	84	65·4	..	..	..	84	..	..	..	..	As.6,8,12 & Rs. 1	936 10 8	.....	..	13 0 0	600 0 0
Ditto ..	Deesa	1857	7	3	24	34	26·3	..	..	..	34	..	..	..	..	As. 4	433 6 0	.....	..	741 9 6	82 12 0
English School	Pahlunpoor	1848	12	..	..	12	9·7	..	..	..	12	..	..	..	..	.....	483 10 0	.....	..	.....	.....
Inferior Anglo-Ver. School.	Chuligsam*	1859	31	..	..	31	31	..	..	31	..	..	..	..	..	As. 1 & ½	.....	.....	..	.....	.....
Ditto ..	Shalsdat	1859	12	1	..	13	11·2	..	..	13	..	..	..	..	..	do.	.....	.....	..	.....	.....
Ditto ..	Dhurangam†	1859	7	..	..	7	7	..	..	7	..	..	..	..	..	As. 1	.....	.....	..	.....	.....
Ditto ..	Mahooda	1859	203	5	..	210	140·7	228	..	..	9	..	..	..	..	As. ½, 1 & 3	214 1 3	.....	..	238 6 11	150 3 6
		1858	18	..	..	18	16·2										4 0 0	.....	..	.....	.....
Ditto ..	Boys. Kuppurvunj	1859	211	20	..	231	171	282	..	..	9	..	..	..	..	As. 1 & 3	223 13 8	.....	..	422 7 0	172 13 0
	Girls Do.	1857	49	2	..	51	13·7										8 0 0	.....	..	50 0 0	.....
Ditto ..	Godra	1856	95	7	1	103	80·1	103	..	..	11	..	..	..	..	As. 1 & 4	501 4 11	.....	..	.....	87 5 11
Portuguese School	Tanna	Not known	..	..	73	73	57	..	..	..	..	73	..	..	..	.....	150 0 0	.....	..	.....	.....
Khandeish Collectorate.																					
Murathee School	Dhoolia	1826	129	..	..	129	93·3	..	..	129	..	..	..	..	..	As. 1 & ½	415 10 7	.....	..	.....	00 12 6
Hindoostanee ditto	Do.	Unknown	..	22	..	22	13·9	..	22	..	..	..	..	..	..	.....	96 0 0	.....	..	.....	.....
Murathee School	Songir	1859	72	1	..	73	53·4	..	..	73	..	..	..	..	..	As. 1 & ½	.....	.....	..	.....	4 2 0
Ditto	Maligum	1847	43	3	..	46	41·3	..	..	46	..	..	..	..	..	do.	221 1 0	.....	..	.....	39 1 6
Ditto	Oombrana	1856	19	1	..	20	15·5	..	..	20	..	..	..	..	..	do.	84 10 0	.....	..	45 3 0	8 15 6
Ditto	Satmaj	1859	25	..	..	25	23·1	..	..	25	..	..	..	..	..	As. 1	.....	.....	..	.....	.....
Ditto	Nampoor	1849	73	..	..	73	55·3	..	..	73	..	..	..	..	..	As. 1 & ½	151 5 0	.....	..	.....	37 0 6
Ditto	Jaikhera	1849	39	3	..	42	32	..	..	42	..	..	..	..	..	do.	154 14 0	.....	..	.....	20 3 0
Ditto	Nundoorbar	1856	56	..	..	56	34·9	..	..	56	..	..	..	..	..	do.	148 1 1	.....	..	.....	12 5 6
Ditto	Sindkheir	1856	35	3	..	38	26·4	..	..	38	..	..	..	..	..	do.	122 1 0	.....	..	150 0 0	9 0 0
Ditto	Veerdul	1859	17	2	..	19	19	..	..	19	..	..	..	..	..	do.	.....	.....	..	.....	.....
Ditto	Seerpoor	1856	38	..	..	38	17·6	..	..	38	..	..	..	..	..	do.	99 0 0	.....	..	98 0 0	16 3 0
Ditto	Yawul	1856	92	5	..	97	63·0	..	..	97	..	..	..	..	..	do.	147 14 0	.....	..	136 8 0	38 2 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	5,644 10 10	4,557 9 10	195 3 2	4,752 13 0	891 13 10	.....	31 14 0	30 14 11	
.....	.....	8,427 6 2	6,518 6 2	788 0 4	7,306 15 6	1,122 6 8	.....	28 10 0	26 13 10	
.....	.....	2,220 2 4	1,380 0 0	279 14 2	1,659 14 2	560 4 2	.....	10 4 1	17 2 1	
.....	.....	1,140 11 3	903 13 2	278 10 4	1,182 7 6	.....	35 12 4	38 2 4	15 2 6	
.....	.....	709 7 2	406 9 2	191 14 5	688 7 7	20 15 7	.....	29 3 0	7 5 3	
.....	.....	837 7 10	403 10 6	403 13 4	857 7 10	.....	.....	29 6 2	18 8 8	
.....	.....	991 12 0	825 0 0	166 12 0	991 12 0	.....	.....	27 3 11	24 14 6	
.....	.....	1,716 9 9	1,382 8 0	69 1 9	1,451 9 9	265 0 0	.....	27 6 0	11 11 0	
.....	52 6 6	1,608 1 2	1,216 2 5	401 9 10	1,617 12 3	.....	69 11 1	25 10 6	14 5 2	
.....	153 0 0	1,410 11 6	750 0 0	347 6 2	1,097 6 2	313 5 4	.....	41 11 7	16 7 8	
.....	.....	483 10 0	480 0 0	3 10 0	483 10 0	.....	.....	49 13 9	49 13 9	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	* Recently established.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	† Recently opened.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	‡ Ditto ditto.
.....	11 10 6	618 6 2	416 13 10	254 14 0	679 13 10	.....	61 7 8	4 8 1	1 7 1	
.....	.....	.....	.....	6 2 0	.....	.....	.....	.....	.....	
.....	.....	877 3 8	420 13 2	260 1 3	656 11 8	180 8 0	.....	3 12 4	1 4 1	
.....	.....	.....	.....	9 13 3	.....	.....	.....	.....	.....	
.....	67 11 8	656 6 6	490 13 8	70 6 4	561 4 0	95 2 6	.....	6 4 9	5 10 0	
.....	.....	150 0 0	150 0 0	.....	150 0 0	.....	.....	2 10 1	2 10 1	
.....	.....	266 7 1	427 9 7	66 0 0	493 9 7	12 13 6	.....	5 4 8	4 7 3	
.....	.....	96 0 0	96 0 0	.....	96 0 0	.....	.....	6 14 6	6 14 6	
.....	.....	4 2 0	.....	.....	.....	4 2 0	.....	.....	.....	
.....	.....	260 2 6	180 0 0	67 4 0	247 4 0	12 14 6	.....	5 15 10	5 5 7	
.....	.....	118 12 6	103 0 0	10 13 6	113 13 6	4 15 0	.....	7 5 6	4 2 9	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	§ Recently established.
.....	.....	188 5 6	159 0 0	46 1 0	175 1 0	13 4 6	.....	3 2 8	2 11 8	
.....	.....	172 1 0	120 0 0	40 12 6	160 12 6	11 4 6	.....	5 6 5	4 11 11	
.....	.....	169 6 7	138 10 1	15 1 6	153 11 7	6 11 0	.....	4 6 6	4 5 11	
.....	.....	281 1 0	240 0 0	39 13 1	279 13 1	1 3 11	.....	10 9 7	4 10 0	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	‖ Recently opened.
.....	.....	213 12 0	180 0 0	29 9 0	209 9 0	4 3 0	.....	11 14 6	5 10 6	
.....	.....	324 8 6	240 0 0	81 14 0	321 14 0	0 10 6	.....	5 0 7	2 5 0	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Gujeratees.	Hindoostanees.	Mahrattas.	English.	Portuguese.	Spanish.	Chinese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																	Rs. a. p.			Rs. a. p.	Rs. a. p.
Maruthee School	Sowda	1859	42	4	..	46	33·7	..	..	46	..	..	..	..	..	As. 1 & ½	93 15 0	.....	..	65 0 0	16 1 0
Ditto	Asseerghur	1857	37	8	..	45	29·4	..	..	45	..	..	..	..	..	do.	360 0 0	.....	..	.....	16 10 6
Ditto	Jumneir	1846	60	..	..	60	58·2	..	..	60	..	..	..	..	..	do.	180 4 0	.....	..	.....	41 6 6
Ditto	Bhudgam	1856	47	..	..	43	34·7	..	..	43	..	..	..	..	..	do.	183 11 0	.....	..	83 0 0	22 4 6
Ditto	Nuggerdoola	1856	16	..	..	16	17·6	..	..	16	..	..	..	..	..	As. 1	90 0 0	.....	..	91 2 9	7 0 0
Ditto	Nusseerabad	1856	100	5	..	105	68	..	..	105	..	..	..	..	..	As. 1 & ½	123 10 0	.....	..	181 4 9	46 4 0
Ditto	Julgaon	1855	62	..	..	62	50	..	..	62	..	..	..	..	..	do.	90 13 0	.....	..	93 0 0	23 8 6
Ditto	Erundole	1842	58	5	..	63	60·5	..	..	63	..	..	..	..	..	do.	184 3 0	.....	..	.....	71 7 6
Ditto	Nanded	1856	33	..	..	33	40	..	..	33	..	..	..	..	..	do.	91 1 0	.....	..	29 0 0	19 5 6
Ditto	Betawud	1849	55	..	..	55	45	..	..	55	..	..	..	..	..	do.	152 15 0	.....	..	.....	25 11 6
Tanna Collectorate.																					
Maruthee School	Dehuree	1855	6	..	21	27	23·5	..	..	27	..	..	..	..	..	As. 1	65 15 0	.....	..	66 0 0	22 8 6
Ditto	Dahnoo	1856	50	..	..	50	33	..	..	50	..	..	..	..	..	do.	99 3 0	.....	..	22 8 0	35 8 0
Ditto	Tarrapoor	1856	54	..	..	54	49·6	..	..	54	..	..	..	..	..	do.	92 7 9	.....	..	74 3 0	47 8 0
Ditto	Mahim	1840	149	2	..	151	98·7	..	..	151	..	..	..	..	..	do.	265 12 3	.....	..	.....	176 11 0
Ditto	Goreh	1856	25	..	..	25	20·4	..	..	25	..	..	..	..	..	do.	54 12 0	.....	..	64 0 0	22 8 6
Ditto	Moorbar	1856	59	1	..	60	49	..	..	60	..	..	..	..	..	do.	87 2 0	.....	..	87 0 0	47 7 0
Ditto	Kinowlee	1856	32	1	..	33	32·2	..	..	33	..	..	..	..	..	do.	65 1 6	.....	..	78 0 0	25 3 0
Ditto	So	1856	25	..	..	25	18·8	..	..	25	..	..	..	..	..	do.	53 5 0	.....	..	70 4 0	16 9 0
Ditto	Shreshee	1856	5	..	..	5	4·2	..	..	5	..	..	..	..	..	do.	61 11 0	.....	..	84 0 0	4 14 0
Ditto	Cullian	1830	156	6	3	165	123·1	..	..	165	..	..	..	..	..	do.	444 0 4	.....	..	.....	134 11 6
Ditto	Bhyundee	1857	134	25	..	159	108·3	..	..	159	..	..	..	..	..	do.	148 4 6	.....	..	132 0 0	53 5 0
Ditto	Bassein	1823	109	1	5	117	70·0	..	..	118	..	..	..	..	..	do.	381 14 7	.....	..	.....	112 13 0
Ditto	Tanna	1822	119	6	12	137	97·6	..	..	137	..	..	..	..	..	do.	406 13 2	.....	..	.....	123 11 0
Ditto	Gorai	1855	1	2	20	23	15	..	..	23	..	..	..	..	..	do.	52 14 0	.....	..	30 0 0	18 4 6
Ditto	Joo	1856	15	..	7	22	13·1	..	..	22	..	..	..	..	..	do.	46 9 9	.....	..	22 8 0	10 5 6
Ditto	Malad	1857	21	2	4	27	17	..	..	27	..	..	..	..	..	do.	78 15 6	.....	..	93 8 0	17 2 0
Ditto	Oorun	1855	59	4	3	66	39·3	..	..	66	..	..	..	..	..	As. 1 & ½	53 15 6	.....	..	27 8 0	38 11 6
Ditto	Mora	1856	..	..	..	..	12	..	..	..	..	..	..	..	..	As. 1	20 7 9	.....	..	.....	2 9 6
Hindoostanee School	Panwell	1831	73	..	..	73	72·3	..	..	73	..	..	..	..	..	do.	221 13 1	.....	..	.....	67 3 0
Maruthee School	Ditto	1840	..	17	..	17	12	..	17	..	..	..	..	..	..	do.	122 2 0	.....	..	130 0 0	18 5 0
Ditto	Palaspeh	1855	30	..	..	30	21·9	..	..	30	..	..	..	..	..	do.	55 14 6	.....	..	72 0 0	24 7 0
Ditto	Gulsundeh	1855	24	..	..	24	14·6	..	..	24	..	..	..	..	..	do.	53 1 0	.....	..	36 4 0	12 14 0
Ditto	Sai	1856	33	2	6	41	28·7	..	..	41	..	..	..	..	..	do.	56 13 0	.....	..	66 0 0	27 14 0
Ditto	Khalapoor	1855	39	2	..	41	32·8	..	..	41	..	..	..	..	..	As. ½	82 7 9	.....	..	120 0 0	15 10 0
Ditto	Campoolee	1856	50	4	..	54	31·5	..	..	54	..	..	..	..	..	As. 1	61 2 0	.....	..	72 0 0	36 12 0
Ditto	Dahinlee	1857	19	..	..	19	18·4	..	..	19	..	..	..	..	..	As. 1 & ½	52 2 6	.....	..	66 0 0	12 6 6
Ditto	Nagotna	1856	40	5	2	47	45	..	..	47	..	..	..	..	..	As. 1	90 9 0	.....	..	93 8 0	45 2 0
Ditto	Mahar	1859	66	..	..	66	54·6	..	..	66	..	..	..	..	..	do.	217 0 10	.....	..	.....	48 7 0
Ditto	Natch	1856	19	..	..	19	14·3	..	..	19	..	..	..	..	..	do.	47 7 5	.....	..	66 0 0	12 1 0

Sale of Books.	Other sources.	Total.	Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	175 0 0	150 0 0	19 0 0	169 0 0	6 0 0	.....	5 0 3	2 12 7	
.....	.....	376 10 6	236 0 0	33 0 3	269 0 3	7 10 3	.....	15 12 4	15 6 2	
.....	.....	227 10 6	158 0 0	69 0 0	227 0 0	0 10 6	.....	3 14 5	3 3 2	
.....	.....	208 15 6	180 0 0	17 3 0	197 3 0	11 12 6	.....	5 10 11	2 11 2	
.....	.....	188 2 9	180 0 0	5 13 9	185 13 9	2 5 0	.....	10 9 0	5 1 10	
.....	.....	301 2 9	240 0 0	86 2 9	326 2 9	25 0 0	.....	4 12 9	1 13 1	
.....	.....	204 5 6	180 0 0	13 0 0	193 0 0	11 5 6	.....	3 13 9	1 13 1	
.....	.....	255 10 6	166 0 0	59 8 0	225 8 0	29 2 6	.....	3 11 8	3 9 9	
.....	.....	130 6 6	119 0 0	9 4 0	128 4 0	1 2 6	.....	3 3 4	2 4 5	
.....	.....	178 10 6	120 0 0	44 15 6	164 15 6	13 11 0	.....	3 10 8	3 6 4	
.....	.....	154 7 0	120 0 0	10 8 0	130 8 0	23 15 0	.....	5 8 10	2 12 11	
.....	.....	127 3 0	112 8 0	9 3 0	121 11 0	5 8 0	.....	3 14 0	3 0 1	
.....	.....	214 2 9	144 2 9	24 9 6	168 12 3	45 6 6	.....	3 6 5	11 3 10	
.....	.....	381 7 3	222 1 3	68 3 6	290 4 9	91 2 6	.....	3 0 0	2 12 6	
.....	.....	141 4 0	105 0 0	13 0 0	118 0 0	23 4 0	.....	4 10 4	2 2 6	
.....	.....	221 9 6	150 0 0	24 2 0	174 2 0	47 7 6	.....	3 8 10	1 12 6	
.....	.....	168 4 6	125 0 0	14 10 4	139 10 4	28 10 2	.....	4 5 5	2 0 4	
.....	.....	145 2 6	105 0 0	24 6 0	129 6 0	6 12 0	.....	7 6 7	2 13 4	
.....	.....	150 9 6	130 0 0	11 5 1	141 5 1	9 3 11	.....	32 1 11	14 0 4	
.....	.....	508 11 4	384 12 4	127 0 4	511 12 8	56 14 8	.....	4 2 6	3 9 6	
.....	.....	373 9 6	297 0 0	30 13 9	327 13 9	45 11 9	.....	3 0 4	1 5 10	
.....	.....	494 11 7	309 1 7	120 11 6	429 13 1	64 14 6	.....	4 4 9	3 13 1	
.....	.....	539 8 2	352 4 2	83 8 10	435 13 0	94 11 2	.....	4 7 4	4 2 7	
.....	.....	101 2 6	80 0 0	4 7 0	84 7 0	16 11 6	.....	5 10 1	3 8 5	
.....	.....	79 6 6	63 15 9	8 2 4	72 3 1	7 4 8	.....	5 8 1	3 6 11	
.....	.....	189 9 6	157 8 0	12 0 5	169 8 5	20 1 1	.....	5 15 7	4 10 4	
.....	.....	129 3 0	75 0 0	9 10 3	84 10 3	35 8 9	.....	2 5 4	1 7 9	
.....	.....	23 0 9	36 7 6	2 6 0	32 13 6	.....	9 12 9	3 11 9	1 11 4	
.....	.....	389 0 1	291 10 4	81 12 6	373 6 7	15 9 6	.....	5 2 8	4 7 3	
.....	.....	276 7 6	240 0 0	12 4 11	252 4 11	18 2 1	.....	13 4 6	6 6 10	
.....	.....	152 5 6	110 0 0	26 10 6	136 10 6	15 11 0	.....	4 4 7	1 12 9	
.....	.....	100 3 6	80 0 0	9 6 6	89 6 6	10 13 0	.....	6 0 0	3 0 0	
.....	.....	150 11 6	105 0 0	15 12 2	120 12 2	29 14 10	.....	4 3 4	1 15 8	
.....	.....	218 1 6	165 0 0	42 8 6	207 8 6	10 8 6	.....	6 5 3	2 8 3	
.....	.....	169 14 0	115 0 0	16 8 3	131 8 3	38 5 9	.....	4 2 10	1 15 1	
.....	.....	130 9 5	105 0 0	11 0 6	116 0 6	14 8 6	.....	6 4 11	2 13 4	
.....	.....	229 3 0	165 0 0	15 15 7	180 15 7	48 3 5	.....	4 0 4	2 0 2	
.....	.....	265 7 10	185 5 4	64 10 6	249 15 10	15 8 0	.....	4 9 3	3 15 7	
.....	.....	125 8 5	113 2 5	7 5 6	120 7 11	5 0 6	.....	8 6 10	3 5 1	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Gujarathee.	Hindoostanee.	Mahratta.	English.	Portuguese.	Persian.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g	10	11	12	13	14	15
Surat Collectorate.																	Rs. a. p.			Rs. a. p.	Rs. a. p.
Gunrathee School No. 1 ..	Surat ..	1823	180	1	23	210	157·2	210	..	..	..	..	..	..	..	As. 1	542 12 0	..	..	.....	167 4 0
Ditto No. 2 ..	Do. ..	1825	57	3	6	66	58·7	66	..	..	..	..	..	..	..	do.	207 10 0	..	..	.....	41 5 0
Ditto No. 3 ..	Do. ..	1843	32	3	15	50	39·1	50	..	..	..	..	..	..	..	do.	186 2 0	..	..	12 0 0	41 4 0
Ditto No. 4 ..	Do. ..	1847	96	4	2	102	100·1	102	..	..	..	..	..	..	..	do.	177 1 6	..	..	7 12 0	86 8 0
Ditto No. 5 ..	Do. ..	1848	51	..	..	51	34·3	51	..	..	..	..	..	..	..	do.	234 2 0	..	..	12 0 0	36 8 0
Ditto No. 6 ..	Do. ..	1849	50	12	2	70	51·9	70	..	..	..	..	..	..	..	do.	186 2 0	..	..	12 0 0	60 7 0
Hindeewance School No. 7	Do. ..	1848	1	50	..	51	23·7	..	51	..	..	..	..	..	..	do.	242 8 0	..	..	111 5 0	46 15 0
Gunrathee School ..	Rander ..	1849	46	4	..	50	40·9	50	..	..	..	..	..	..	..	do.	126 2 0	..	..	7 4 0	34 8 0
Ditto ..	Katargam ..	1856	74	..	..	74	54·8	74	..	..	..	..	..	..	..	do.	105 5 10	..	..	153 1 10	30 5 0
Ditto ..	Tulungpoor ..	1856	55	..	..	55	39	55	..	..	..	..	..	..	..	do.	62 4 0	..	..	78 0 0	25 1 0
Ditto ..	{ Boys .. Oodpur ..	1827	48	..	..	48	34·5	48	..	..	..	..	..	..	..	do.	254 10 0	..	..	.....	36 2 0
	{ Girls .. Do. ..	1854	..	..	..	..	4·6														
Ditto ..	Boodhe ..	1857	29	6	..	35	16·5	35	..	..	..	..	..	..	..	As. 1 & ½	102 4 0	..	..	114 0 0	43 1 0
Ditto ..	{ Boys .. Maulwe ..	1811	68	10	5	83	62·7									As. 1	126 2 0	..	..	.....	52 0 0
	{ Girls .. Do. ..	1853	6	..	2	10	8·1	83	..	..	..	..	..	..	..		.....	..	..	.....	6 4 0
Ditto ..	Mota ..	1809	47	..	..	47	25·3	47	..	..	..	..	..	..	..	do.	126 4 8	..	..	.....	22 1 0
Ditto ..	Bansilee ..	1847	17	1	5	23	18·9	23	..	..	..	..	..	..	..	do.	186 2 0	..	..	8 10 0	15 9 0
Ditto ..	Sujalore ..	1848	63	3	..	66	53·2	66	..	..	..	..	..	..	..	do.	125 7 8	..	..	21 6 0	43 4 0
Ditto ..	Chikhle ..	1857	34	..	..	34	31·4	34	..	..	..	..	..	..	..	As. 1 & ½	119 15 2	..	..	170 3 2	92 0 0
Ditto ..	{ Boys .. Bulsar ..	1834	66	..	8	74	54·2	74	..	..	..	..	..	..	..	As. 1	230 10 0	..	..	.....	50 14 0
	{ Girls .. Do. ..	1859	4	..	..	4	2·9														
Ditto ..	Pardee ..	1850	36	2	2	40	21·9	40	..	..	..	..	..	..	..	do.	142 4 0	..	..	25 0 0	23 2 0
Ditto ..	Bugwara ..	1856	20	..	..	20	15·8	20	..	..	..	..	..	..	..	do.	62 4 0	..	..	78 0 0	17 14 0
Ditto ..	Julalpoor ..	1853	10	..	1	11	21·5	11	..	..	..	..	..	..	..	As. 1 & ½	92 4 0	..	..	134 0 10	14 10 6
Ditto ..	Kallawadee ..	1841	11	..	1	12	17·	12	..	..	..	..	..	..	..	As. 1	123 10 0	..	..	.....	15 12 0
Broach Collectorate.																					
Gunrathee School ..	{ Boys .. Broach ..	1826	158	5	1	164	111·7	164	..	..	..	..	..	..	..	As. 1	414 13 10	..	..	45 0 0	127 8 0
	{ Girls .. Do. ..	1857	34	..	..	34	15·6										12 0 0	..	..	.....	.....
Ditto ..	Ankesur ..	1856	6	..	..	6	3·5	6	..	..	..	..	..	..	..	As. 1	92 9 4	..	..	110 12 0	5 3 0
Ditto ..	{ Boys .. Ashkeur ..	1826	112	6	13	131	93·0	131	..	..	..	..	..	..	..	do.	232 5 4	..	..	18 0 0	103 12 0
	{ Girls .. Do. ..	1857	1	..	7	8	7·4									do.	4 0 0	..	..	.....	0 11 0
Ditto ..	Sajod ..	1856	14	..	1	15	13·2	15	..	..	..	..	..	..	..	do.	62 4 0	..	..	150 0 0	12 12 6
Ditto ..	Hansote ..	1853	21	2	4	27	23·5	27	..	..	..	..	..	..	..	As. 1 & ½	94 13 4	..	..	38 9 11	17 15 0
Ditto ..	Elao ..	1856	..	..	13	13	9·5	13	..	..	..	..	..	..	..	As. 1	236 0 2	..	..	115 0 0	11 4 0
Ditto ..	{ Boys .. Wagra ..	1856	30	4	..	34	22·8	34	..	..	..	..	..	..	..	do.	93 13 4	..	..	20 0 0	23 2 0
	{ Girls .. Do. ..	..	..	..	..	..	1·														
Ditto ..	Amod ..	1823	78	1	..	79	62·1	79	..	..	..	..	..	..	..	As. 1 & ½	62 13 4	..	..	.....	55 19 0
Ditto ..	Kerwara ..	1856	21	3	..	24	18·7	24	..	..	..	..	..	..	..	As. 1	232 1 4	..	..	.....	19 19 0
Ditto ..	Roza Tankaria ..	1856	23	6	..	29	25·4	29	..	..	..	..	..	..	..	do.	92 13 4	..	..	114 0 0	19 19 0
																do.	97 6 9	..	..	121 3 5	19 9 0

Sale of Books.	Other Sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	710 0 0	536 8 0	162 2 0	698 10 0	11 6 0	.....	4 7 1	3 7 3	
.....	.....	248 13 0	194 8 0	60 14 3	255 6 3	.....	6 9 3	6 9 7	5 5 10	
.....	.....	229 6 0	192 0 0	79 3 5	271 3 5	.....	31 13 5	8 7 2	5 12 9	
.....	.....	271 0 6	177 5 6	66 7 4	243 12 10	27 3 8	.....	2 11 4	1 15 5	
.....	.....	282 10 0	239 12 8	57 5 4	297 2 0	.....	14 8 0	8 8 3	6 11 4	
.....	.....	258 9 0	192 0 0	50 8 3	242 8 3	16 0 9	.....	4 10 9	3 9 5	
.....	.....	400 12 0	288 0 0	56 7 3	344 7 3	56 4 9	.....	9 6 2	6 9 9	
.....	.....	162 9 0	120 0 0	46 12 0	166 12 0	0 13 0	.....	4 1 3	3 1 4	
.....	.....	268 12 8	206 3 8	5 2 8	265 6 4	3 6 4	.....	7 10 0	3 0 5	
.....	.....	165 5 0	120 0 0	35 9 11	155 9 11	9 11 1	.....	5 15 9	2 6 4	
.....	.....	291 12 0	252 0 0	47 6 6	299 6 6	.....	7 10 6	7 10 6	6 8 7	
.....	.....	219 5 0	180 0 0	43 12 11	223 12 11	.....	4 7 11	13 9 0	5 9 5	
.....	.....	178 6 0	120 0 0	65 4 3	185 4 3	.....	6 14 3	2 10 2	1 12 8	
.....	.....	148 5 8	122 10 8	44 0 3	166 10 11	.....	18 5 3	7 2 6	5 6 9	
.....	.....	210 5 0	180 0 0	39 5 0	219 5 0	.....	9 0 0	11 9 8	9 13 7	
.....	.....	190 1 8	115 2 7	49 5 7	164 8 2	25 9 6	.....	4 15 3	2 12 6	
.....	.....	322 2 4	235 6 4	49 1 1	284 7 5	37 10 11	.....	9 0 11	2 13 1	
.....	.....	290 8 0	213 8 0	48 10 11	262 2 11	28 5 1	.....	7 15 6	7 4 6	
.....	.....	190 6 0	145 0 0	44 5 0	189 5 0	1 1 0	.....	8 10 4	6 7 11	
.....	.....	158 2 0	120 0 0	34 10 1	154 10 1	3 7 11	.....	9 12 7	3 15 0	
.....	.....	240 15 4	180 0 0	46 11 10	226 11 10	14 3 6	.....	10 8 9	4 4 8	
.....	.....	139 6 0	120 0 0	32 0 7	152 0 7	.....	12 10 7	8 15 1	7 4 4	
.....	46 3 0	631 8 10	451 0 6	90 7 3	541 7 9	83 11 1	.....	4 6 4	3 5 8	
.....	.....	13 0 0	.....	18 6 0	18 6 0	.....	12 9 2	41 13 4	16 13 4	
.....	.....	317 8 4	185 8 0	44 9 6	230 1 6	.....	.....	2 14 6	2 5 4	
.....	.....	504 12 4	237 5 11	51 5 7	294 6 6	70 5 10	.....	17 5 7	6 1 9	
.....	.....	.....	.....	5 11 0	.....	.....	28 1 0	12 4 1	10 0 8	
.....	.....	240 9 10	180 0 0	83 10 10	263 10 10	.....	5 7 0	24 2 11	9 14 0	
.....	.....	282 9 1	205 13 0	23 3 1	228 0 1	.....	9 10 4	.....	2 10 3	
.....	.....	220 1 4	182 0 0	47 11 8	229 11 8	.....	27 0 3	8 8 6	3 11 10	
.....	.....	175 15 10	131 14 5	71 1 8	203 0 1	.....	10 5 7	4 13 1	4 15 6	
.....	.....	286 14 4	227 12 0	71 7 11	299 3 11	.....	12 4 5	12 12 3	3 13 4	
.....	.....	226 7 4	180 0 0	58 11 9	238 11 9	.....	7 9 0	9 10 10		
.....	.....	238 3 2	180 2 10	56 9 4	245 12 2	.....				

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of School-ing Fees.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Gujerathee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g	10	11	12	13	14	15
																	Rs. a. p.			Rs. a. p.	Rs. a. p.
Guzerathee School	Kolwana	1856	5	1	..	6	4·7	6	..	..	..	..	..	..	..	As. 1	62 13 4	.....	..	84 0 0	2 3 0
Ditto { Boys'	Jamboosser	1830	72	5	3	80	61·	85	..	..	..	..	..	..	..	do.	208 1 4	.....	..	.....	62 14 0
Ditto { Girls'	Ditto	1858	5	..	..	5	1·4									.....	.....	.....	..	.....	.....
Ditto	Taukaria	1856	15	10	..	25	19·4	25	..	..	..	..	..	..	..	As. 1	116 10 11	.....	..	678 13 8	16 2 0
Ditto	Malpoor	1856	14	1	..	16	10·4	16	..	..	..	..	..	..	..	do.	92 13 4	.....	..	154 0 0	14 5 0
Ditto	Jantran	1856	17	..	..	17	12·3	17	..	..	..	..	..	..	..	do.	66 8 4	.....	..	331 11 0	11 3 0
Ditto	Kavee	1856	8	15	..	23	14·2	23	..	..	..	..	..	..	..	do.	129 9 3	.....	..	147 12 0	13 0 0
Ditto	Sarod	1856	11	26	1	38	30·8	38	..	..	..	..	..	..	..	do.	122 13 4	.....	..	150 0 0	31 1 9
Kaira Collectorate.																					
Guzerathee School. { Boys'	Kaira	1826	117	2	..	119	111·2	120	..	..	..	..	..	..	..	As. 1	346 3 4	.....	..	2 2 9	141 1 0
{ Girls'	Ditto	1857	7	..	..	7	7·0									.....	2 0 0	.....	..	.....	.....
Ditto	Matur	1838	64	6	..	70	43·5	70	..	..	..	..	..	..	..	As. 1	126 12 4	.....	..	.....	40 9 0
Ditto	Mehmedabad	1848	73	..	..	73	49·7	73	..	..	..	..	..	..	..	do.	140 1 2	.....	..	133 6 2	45 12 0
Superior Anglo-Vernacular School	Alcena	1858	9	..	..	9	2·5	61	..	..	12	..	..	..	..	As. 1 & 2	122 2 2	.....	..	250 3 1	44 14 0
																	2 0 0	.....	..	.....	.....
Guzerathee School.. { Boys'	Oomret	1830	207	10	..	217	142·6	232	..	..	..	..	..	..	..	As. 1	213 3 4	.....	..	240 6 8	140 4 0
{ Girls'	Ditto	1858	15	..	..	15	7·6										.....	.....	..	.....	.....
Ditto { Boys'	Thasra	1856	38	..	..	38	24·7	41	..	..	..	..	..	..	..	As. 1	126 11 9	.....	..	287 6 4	23 3 0
{ Girls'	Ditto	.....	3	..	..	3	1·5									..	.....	.....	..	.....	.....
Ditto { Boys'	Dakore	1856	89	5	..	94	43·9	94	..	..	..	..	..	..	..	As. 1	171 11 10	.....	..	368 15 0	47 8 0
{ Girls'	Ditto	.....	..	..	..	..	1·														
Ditto	Antrolee	1856	42	1	..	43	29·9	43	..	..	..	..	..	..	..	do.	101 15 8	.....	..	176 4 0	27 1 0
Ditto	Kutlal	1856	64	..	..	64	50·5	64	..	..	..	..	..	..	..	do.	152 7 4	.....	..	180 0 0	48 8 0
Ditto	Veersud	1856	45	..	..	45	37·3	54	..	..	..	..	..	..	..	do.	124 1 4	.....	..	150 0 0	33 2 0
Ditto { Boys'	Neriad	1826	280	15	..	301	232·3	329	..	..	..	..	..	..	..	do.	711 0 7	.....	..	.....	254 13 0
{ Girls'	Ditto	1858	26	2	..	28	7·4									..	2 0 0	.....	..	.....	.....
Ditto	Osd	1856	44	..	..	44	31·1	44	..	..	..	..	..	..	..	As. 1	152 10 4	.....	..	180 0 0	27 1 0
Ditto	Ootursunda	1856	17	4	..	21	13·2	21	..	..	..	..	..	..	..	do.	122 5 4	.....	..	149 14 0	18 14 0
Ditto	Chaklasee	1856	47	2	..	49	24·4	49	..	..	..	..	..	..	..	do.	122 7 4	.....	..	150 0 0	25 5 0
Ditto	Sarsa	1856	56	15	..	69	57·2	69	..	..	..	..	..	..	..	do.	143 14 6	.....	..	171 7 3	46 14 0
Ditto	Ujurpoora	1856	17	..	..	17	8·	17	..	..	..	..	..	..	..	do.	92 7 4	.....	..	114 0 0	7 15 0
Ditto	Bhaluj	1856	28	14	..	42	28·2	42	..	..	..	..	..	..	..	do.	122 7 4	.....	..	150 0 0	25 12 0
Ahmedabad Collectorate.																					
Guzerathee School, No. 1..	Ahmedabad	1826	254	1	..	255	168·	255	..	..	..	..	..	..	..	As. 1	586 8 9	.....	..	4 5 6	213 5 0
Ditto No. 2..	Ditto	1826	85	2	..	87	58·2	87	..	..	..	..	..	..	..	do.	207 8 0	.....	..	200 0 0	75 6 0
Ditto No. 3..	Ditto	1848	81	..	..	81	48·7	81	..	..	..	..	..	..	..	do.	116 9 4	.....	..	0 8 0	64 9 0
Model & Practising Schools	Ditto	1857	270	7	4	287	189·4	287	..	..	..	..	..	..	..	do.	534 1 5	.....	..	.....	257 6 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	149 0 4	120 0 0	42 2 0	162 2 0	.....	13 1 8	34 7 8	13 5 11	
.....	.....	330 15 4	293 12 0	62 0 3	326 11 3	4 4 1	.....	5 3 9	4 4 9	
.....	.....	.....	.....	0 15 0	.....	.....	.....	.....	.....	
.....	.....	811 10 7	227 11 2	588 8 3	816 3 5	.....	4 8 10	42 1 2	6 0 3	
.....	.....	261 2 4	199 0 1	63 6 8	262 15 9	.....	1 13 5	25 4 7	8 14 10	
.....	.....	409 6 4	127 6 0	308 12 2	431 2 2	.....	21 11 10	35 0 10	5 6 6	
.....	.....	281 5 3	235 7 11	62 3 9	297 11 8	.....	16 6 5	20 15 6	8 7 10	
.....	.....	303 14 4	240 0 0	79 2 7	319 2 7	.....	15 4 3	16 5 10	3 15 10	
.....	.....	461 7 1	338 8 0	188 8 9	531 8 9	.....	70 1 8	4 7 5	2 14 9	
.....	.....	.....	.....	4 8 0	.....	.....	.....	.....	.....	
.....	.....	167 5 4	120 0 0	61 12 9	181 12 9	.....	14 7 5	4 2 10	2 14 8	
.....	.....	319 4 5	247 14 1	37 8 4	285 6 5	33 14 0	.....	5 11 11	2 13 1	
.....	0 1 0	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	369 3 3	329 9 8	38 6 1	371 4 9	27 14 6	.....	9 1 7	3 0 8	
.....	.....	.....	.....	3 5 0	.....	.....	.....	.....	.....	
.....	.....	593 14 0	425 5 4	316 0 3	744 15 7	.....	151 1 7	4 14 10	1 6 7	
.....	.....	.....	.....	3 10 0	.....	.....	.....	.....	.....	
.....	3 10 6	440 15 7	245 12 7	207 10 8	453 7 3	.....	12 7 8	17 4 11	4 13 5	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	37 10 0	625 12 10	333 1 0	371 10 9	704 11 9	.....	78 14 11	15 11 2	3 13 2	
.....	.....	305 4 8	200 0 0	115 12 11	315 12 11	.....	10 8 3	10 9 0	3 6 7	
.....	.....	340 15 4	300 0 0	55 2 8	355 2 8	25 12 8	.....	7 0 6	3 0 4	
.....	.....	307 3 4	240 0 0	54 5 10	294 5 10	12 13 6	.....	7 14 3	3 5 2	
.....	.....	967 13 7	694 7 3	200 7 8	902 6 11	65 6 8	.....	3 12 3	2 15 7	
.....	.....	.....	.....	7 8 0	.....	.....	.....	.....	.....	
.....	.....	559 11 4	300 0 0	51 13 4	351 13 4	7 14 0	.....	11 5 0	4 14 6	
.....	.....	291 1 4	239 13 0	42 2 4	281 14 4	9 3 0	.....	21 5 8	9 4 3	
.....	.....	298 6 4	240 0 0	39 2 3	279 2 3	19 4 1	.....	11 7 1	6 0 4	
.....	.....	362 3 9	282 14 5	70 7 10	353 6 3	8 13 6	.....	6 2 10	2 8 3	
.....	.....	214 6 4	180 0 0	36 4 0	216 4 0	.....	1 13 8	27 0 6	11 8 11	
.....	.....	298 3 4	240 0 0	78 15 4	318 15 4	.....	20 12 0	11 5 0	4 5 6	
.....	.....	804 3 3	579 8 9	179 10 2	759 2 11	45 0 4	.....	4 8 4	3 7 10	
.....	.....	482 14 0	196 13 10	50 14 7	247 12 5	235 1 7	.....	4 4 1	3 9 1	
.....	.....	181 10 4	111 0 0	45 14 7	156 14 7	24 11 9	.....	3 3 7	2 6 4	
.....	.....	791 7 5	500 9 5	322 5 0	822 14 5	.....	31 7 0	4 5 6	2 13 1	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																	Rs. a. p.			Rs. a. p.	Rs. a. p.
Guzerathee School	Surkhej	1856	24	..	..	24	25·2	24	..	..	..	..	..	..	..	As. 1	121 2 8	....	..	156 6 8	27 4 0
Ditto	Butwa	1856	21	..	..	21	17·6 3·	21	..	..	..	..	..	..	..	do.	122 8 0	....	..	150 0 0	16 11 0
Ditto	Naroda	1856	43	..	..	43	29·1	43	..	..	..	..	..	..	..	do.	122 8 0	....	..	480 0 0	26 8 0
Ditto	Jeytulpoor	1856	50	1	..	51	38·7	51	..	..	..	..	..	..	..	do.	116 0 9	....	..	142 0 11	29 0 0
Ditto	Barcja	1856	72	1	..	73	59·9	73	..	..	..	..	..	..	..	do.	102 6 8	....	..	179 14 8	36 3 0
Ditto	Muheej	1857	35	..	..	35	26·6	35	..	..	..	..	..	..	..	do.	93 15 9	....	..	115 13 0	23 4 0
Ditto	Dholka	1827	103	..	..	103	79·	100	..	..	..	..	..	..	..	do.	172 14 3	....	..	28 7 0	81 0 0
Ditto	Kelia Wasna	1856	48	..	..	48	35·2 1·4	52	..	..	..	..	..	..	..	do.	92 8 0	....	..	108 0 0	24 4 0
Ditto	Santhal	1856	23	1	..	24	16·6	24	..	..	..	..	..	..	..	do.	66 11 1	....	..	82 3 1	14 8 0
Ditto	Amliala	1856	27	..	..	27	21·	27	..	..	..	..	..	..	..	do.	92 8 0	....	..	121 0 0	19 14 0
Ditto	Ambareli	1857	28	..	..	28	12·3	28	..	..	..	..	..	..	..	do.	92 4 0	....	..	108 0 0	21 4 0
Ditto ? Boys	Koth	1858	56	3	..	59	41·9	64	..	..	..	..	..	..	..	do.	109 12 4	....	..	100 5 2	44 9 0
(Girls	Ditto	1858	5	..	..	5	4·6														
Ditto	Detroj	1856	44	1	..	45	21·2	45	..	..	..	..	..	..	..	do.	92 2 8	....	..	104 0 0	18 8 0
Ditto	Mandal	1856	52	1	..	53	33·	53	..	..	..	..	..	..	..	do.	122 8 0	....	..	170 0 0	33 9 0
Ditto	Ranpoor	1857	35	2	..	37	22·2	37	..	..	..	..	..	..	..	do.	92 4 0	....	..	108 0 0	24 0 0
Ditto	Purantej	1856	124	4	..	128	95·7	128	..	..	..	..	..	..	..	do.	179 2 8	....	..	221 10 8	68 14 0
Ditto	Morassa	1858	94	33	..	127	104·7	127	..	..	..	..	..	..	..	do.	110 14 11	....	..	137 13 7	39 7 0
Ditto	Dhundooka	1830	118	4	..	122	90·7	122	..	..	..	..	..	..	..	do.	252 15 4	....	..	.....	100 3 0
Ditto	Dholiera	1847	36	4	..	40	43·6	40	..	..	..	..	..	..	..	do.	136 7 4	....	..	18 0 0	48 10 0
Ditto	Botad	1857	40	1	..	41	40·2	41	..	..	..	..	..	..	..	do.	145 0 2	....	..	202 8 11	28 0 0
Ditto	Ranpoor	1858	53	5	..	58	59·4	58	..	..	..	..	..	..	..	do.	113 4 1	....	..	131 6 0	48 5 0
Ditto	Gogo	1857	37	7	..	44	39·	44	..	..	..	..	..	..	..	do.	170 6 8	....	..	220 9 4	27 10 0
Ditto	Dhoomlee	1856	..	..	..	..	17·2	..	..	..	..	..	..	..	..	As. 1 & ½	92 7 4	....	..	126 0 0	11 2 0
Ditto (Boys	Walkut	1856	20	..	..	20	7·6	20	..	..	..	..	..	..	..	As. 1	92 7 4	....	..	117 0 0	2 0 0
(Girls	Ditto	....	..	..	..	..	4·8														
Kattiawar Agency.																					
Guzerathee School	Rajkote	1850	128	10	2	140	124·8	140	..	..	..	..	..	..	..	....	1,400 10 3	....	..	3 12 0	....
Ditto	Newanuggur	1853	114	7	..	121	89·	121	..	..	..	..	..	..	..	....	080 13 4	....	..	42 13 6	....
Ditto	Khambalia	1856	60	1	..	61	41·2	61	..	..	..	..	..	..	..	....	233 11 3	....	..	4 0 0	....
Ditto	Gondali	1853	48	15	..	63	38·8	63	..	..	..	..	..	..	..	....	79 8 0	....	..	5 7 3	....
Ditto	Dhorajee	1854	36	14	..	50	35·7	50	..	..	..	..	..	..	..	....	206 2 8	....	..	6 6 6	....
Ditto	Kutda Sanghani	1857	..	..	..	..	46·3	..	..	..	..	..	..	..	..	....	215 15 10	....	..	.....	....

Sale of Books.	Other Sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	304 13 4	244 5 4	68 6 1	312 11 5	.....	7 14 1	12 6 7	4 12 11	
.....	.....	289 3 0	240 0 0	58 6 2	298 6 2	.....	9 3 2	14 7 9	5 15 2	
.....	14 7 0	643 7 0	240 0 0	300 0 11	630 0 11	13 6 1	.....	21 10 5	4 3 4	
.....	.....	287 7 8	224 1 8	44 14 9	269 0 5	18 7 3	.....	9 6 0	4 0 8	
.....	.....	388 8 4	303 2 8	64 13 4	368 0 0	20 8 4	.....	6 2 4	2 8 8	
.....	.....	233 0 0	183 10 1	37 3 10	220 13 11	12 2 10	.....	8 4 10	3 8 0	
.....	.....	282 5 3	166 9 7	66 8 0	233 1 7	49 3 8	.....	2 15 5	2 3 0	
.....	.....	234 12 0	180 0 0	56 3 8	236 3 8	.....	1 7 8	6 7 3	2 8 5	
.....	.....	169 6 2	128 6 2	36 13 3	165 3 5	.....	1 13 3	9 15 3	4 0 3	
.....	.....	233 6 0	187 0 0	44 9 1	231 9 1	1 12 11	.....	11 0 5	4 6 6	
.....	.....	211 8 0	180 0 0	30 4 5	216 4 5	.....	4 12 5	17 9 4	7 8 0	
.....	.....	254 10 6	155 10 3	76 2 10	231 13 1	22 13 5	.....	4 15 9	2 5 10	
.....	1 2 0	185 12 8	120 0 0	54 7 9	174 7 9	11 4 11	.....	8 3 8	2 14 11	
.....	.....	326 1 0	240 0 0	59 10 8	299 10 8	26 6 4	.....	4 4 4	3 11 5	
.....	.....	224 4 0	180 0 0	43 8 2	223 8 2	0 11 10	.....	10 1 1	4 2 6	
.....	.....	489 11 4	347 5 4	84 13 5	432 2 9	57 8 7	.....	4 0 10	1 14 7	
.....	.....	348 3 6	224 5 10	100 8 0	324 13 10	23 5 8	.....	3 1 8	1 6 11	
.....	.....	350 10 4	240 0 0	74 0 7	314 0 7	36 9 9	.....	3 3 10	2 8 7	
.....	6 8 0	350 10 4	249 0 0	74 0 7	323 0 7	27 1 10	.....	4 9 6	3 2 4	
.....	.....	203 1 4	148 0 0	52 5 6	200 5 6	.....	6 14 2	6 7 11	3 2 5	
.....	.....	385 9 1	315 1 9	77 5 6	392 7 3	7 2 5	.....	4 14 1	1 14 6	
.....	4 0 0	230 15 1	169 3 1	120 9 7	289 12 8	.....	8 0 4	11 6 8	4 5 11	
.....	.....	437 4 0	377 2 8	68 1 8	445 4 4	.....	3 4 7	13 8 8	5 6 0	
.....	.....	229 9 4	192 0 0	40 13 11	232 13 11	.....	1 8 3	17 2 9	7 7 4	
.....	.....	211 7 4	183 0 0	29 15 7	212 15 7	.....				
.....	.....	1,473 6 3	1,327 4 1	146 2 2	1,473 6 3	.....	.....	11 12 11	11 12 5	* The expenses of Schools in Kattiawar are almost entirely paid either by the Local Chiefs or out of the Educational Fund.
.....	.....	723 10 10	646 14 4	76 12 6	723 10 10	.....	.....	8 2 1	7 10 5	
.....	.....	237 11 3	193 1 3	44 10 0	237 11 3	.....	17 14 9	5 12 4	5 10 9	
.....	.....	84 15 3	60 0 0	42 14 0	102 14 0	.....		2 10 5	2 0 9	† These schools are under the superintendence of the tutors to the young Chiefs living in the several towns.
.....	.....	212 9 2	186 10 8	25 14 6	212 9 2	.....	.....	3 13 1	3 11 3	
.....	.....	215 15 10	215 15 10	.....	215 15 10	.....	.....	4 7 7	4 7 7	‡ Paid by the Chiefs of the places where the schools are situated.
.....	.....									

Name of Institution.	Locality.	When Re-established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Gujeratkee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																	Rs. a. p.			Rs. a. p.	Rs. a. p.
Guzerathee School	Morvee	1854	61	..	..	61	53·5	61	..	..	..	..	..	..	..	....	400 10 6	....	..	39 11 9	.....
Ditto	Khakrechi	1858	15	2	..	17	16·2	17	..	..	..	..	..	..	..	....	180 0 0*	....	..	6 12 6	.....
Ditto	Wankaner	1854	33	9	..	42	29·7	42	..	..	..	..	..	..	..	....	34 10 9*	....	..	5 8 0	.....
Ditto	Drangadra	1855	102	3	..	105	53·7	105	..	..	..	..	..	..	..	....	202 11 7	....	..	29 11 3	.....
Ditto	Luktart	1853	43	1	..	44	34·7	44	..	..	..	..	..	..	..	....	91 6 3	....	..	75 4 0	.....
Ditto	Than	1858	39	6	..	45	33·	45	..	..	..	..	..	..	..	....	177 0 3	....	..	4 6 0	.....
Ditto	Wadwan	1854	64	..	..	64	43·1	64	..	..	..	..	..	..	..	....	243 1 1	....	..	30 3 6	.....
Ditto	Nagneshi	1851	59	..	..	59	41·8	59	..	..	..	..	..	..	..	....	79 8 0	....	..	20 0 0	.....
Ditto	Limree	1855	97	3	..	100	58·	100	..	..	..	..	..	..	..	....	319 8 0	....	..	19 12 9	.....
Ditto	Chocrat	1851	35	4	..	39	32·3	39	..	..	..	..	..	..	..	....	86 3 0	....	..	15 4 0	.....
Ditto	Bhownuggur	1853	132	10	3	145	117·	145	..	..	..	..	..	..	..	....	298 8 0*	....	..	55 13 6	.....
Ditto	Mowa	1854	51	6	..	57	49·8	57	..	..	..	..	..	..	..	....	402 5 6	....	..	69 0 0	.....
Ditto	Koondla	1856	22	3	..	25	22·4	25	..	..	..	..	..	..	..	....	243 2 9	....	..	3 0 0	.....
Ditto	Talaja	1857	42	2	..	44	43·4	44	..	..	..	..	..	..	..	....	198 12 0	....	..	18 0 0	.....
Ditto	Gudhda	1857	17	12	..	29	21·2	29	..	..	..	..	..	..	..	....	200 12 6	....	..	21 3 6	.....
Ditto	Palitana	1854	113	5	..	118	76·2	118	..	..	..	..	..	..	..	....	319 8 0	....	..	46 2 0	.....
Ditto	Jusdhun	1856	38	10	..	49	35·2	49	..	..	..	..	..	..	..	....	205 6 5	....	..	29 14 0	.....
Ditto	Jetpoor	1856	15	34	..	49	41·7	49	..	..	..	..	..	..	..	....	214 10 9	....	..	.....	.....
Ditto	Junagar	1852	29	9	..	38	32·8	38	..	..	1	..	..	..	..	....	241 8 0	....	..	.....	.....
Ditto	Vairawal	1856	20	11	..	31	29·2	31	..	..	..	..	..	..	..	....	278 14 4	....	..	41 14 0	.....
Ditto	Una	1857	27	2	..	29	22·2	29	..	..	..	..	..	..	..	....	210 9 6	....	..	15 9 0	.....
Ditto	Kutiana	1858	31	3	..	34	42·2	34	..	..	..	..	..	..	..	....	188 4 5	....	..	16 8 0	.....
Ditto	Porbunder	1856	65	5	..	70	73·9	70	..	..	..	..	..	..	..	....	279 2 8	....	..	87 7 0	.....
Ditto	Madhowpoor	1857	23	..	..	23	20·8	23	..	..	..	..	..	..	..	....	205 10 6	....	..	8 0 0	.....
Pahlunpoor Superintendency.																					
Guzerathee School	Deesa	1857	24	3	3	30	28·	30	..	..	..	..	..	..	..	As. 1	200 0 0	....	..	324 4 6	26 5 0
Ditto	Pahlunpoor	1855	129	4	..	133	77·	133	..	..	..	..	..	..	..	....	202 12 0½	....	..	.....	.....
Ditto	Radhunpoor	1856	81	1	..	82	51·	82	..	..	..	..	..	..	..	....	194 0 0½	....	..	.....	.....
Ditto	Thurra	1856	30	3	..	42	30·4	42	..	..	..	..	..	..	..	....	204 0 0½	....	..	.....	.....
Ditto	Warye	1855	21	2	..	23	17·8	23	..	..	..	..	..	..	..	....	149 2 0½	....	..	.....	.....
Rewa Kanta Agency.																					
Guzerathee School	Mehlole	1858	37	2	..	39	27·2	39	..	..	..	..	..	..	..	As. 2	101 3 4½	....	..	.....	48 3 5

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	440 5 6	360 0 0	67 5 6	427 5 6	13 0 0	.....	7 15 10	7 7 10	
.....	.....	180 12 0	180 0 0	0 12 0	180 12 0	.....	.....	11 8 5	11 1 9	* Paid by the Chiefs of the places where the schools are situated.
.....	.....	40 2 9	30 0 0	10 2 9	40 2 9	.....	.....	1 15 1	1 10 9	
.....	.....	283 6 10	243 3 7	42 7 9	285 11 4	.....	2 4 6	5 0 7	4 10 2	† These schools are under the Superintendence of the tutors to the young Chiefs living in the several towns.
.....	.....	103 10 3	60 0 0	41 14 8	101 14 8	64 11 7	.....	2 15 0	2 10 2	
.....	.....	181 6 3	164 8 3	13 0 0	177 8 3	3 14 0	.. ...	5 6 1	5 5 10	
.....	.....	273 4 7	223 9 1	41 11 6	265 4 7	8 0 0	.....	6 2 6	5 10 3	
.....	.....	99 8 0	60 0 0	32 4 9	92 4 9	7 3 3	.....	2 3 4	1 14 5	
.....	.....	339 4 9	300 0 0	30 4 9	330 4 9	.....	.....	5 13 7	5 8 2	
.....	.....	101 7 0	60 0 0	34 7 0	94 7 0	7 0 0	.....	2 14 9	2 10 8	
.....	.....	354 5 0	297 0 0	57 5 0	354 5 0	.....	.....	3 0 5	2 8 10	
.....	.....	531 5 6	442 13 6	57 5 0	500 2 6	31 3 0	.....	10 0 8	9 4 7	
.....	.....	246 2 9	223 10 9	31 13 0	255 7 9	.....	9 5 0	6 0 5	5 11 9	
.....	.....	216 12 0	170 0 0	66 12 0	245 12 0	.....	29 0 0	5 10 7	4 9 3	
.....	.....	221 15 0	183 0 0	44 7 0	224 7 0	.....	2 8 0	10 9 5	9 7 6	
.....	.....	395 10 0	300 0 0	66 5 0	366 5 0	.....	0 11 0	4 12 11	4 3 7	
.....	.....	226 4 5	185 14 5	40 6 0	226 4 5	.....	.....	6 13 1	6 3 0	
.....	.....	214 10 9	185 8 0	29 2 9	214 10 9	.....	.....	5 2 4	5 2 4	
.....	.....	211 8 0	210 0 0	26 12 9	236 12 9	.....	25 4 9	7 3 6	6 7 2	
.....	.....	320 12 4	247 5 4	58 1 0	305 6 4	15 6 0	.....	10 7 4	9 8 10	
.....	.....	226 2 6	180 0 0	46 2 6	226 2 6	.....	.....	10 3 0	9 7 9	
.....	.....	204 12 5	186 12 5	18 0 0	204 12 5	.....	.....	4 13 8	4 7 5	
.....	.....	303 9 8	257 10 8	111 9 0	369 3 8	.....	2 10 0	4 15 11	3 12 5	
.....	.....	213 10 6	180 0 0	33 10 6	213 10 6	.....	.....	10 4 4	9 14 2	
.....	.....	550 9 6	400 0 0	12 2 6	412 2 6	138 7 0	.....	14 11 6	7 2 3	
.....	.....	202 12 9	235 0 0	27 12 9	202 12 9	.....	.....	3 6 7	3 6 7	‡ Paid by the Chiefs in the Pahlunpore Superintendency.
.....	.....	194 0 0	192 0 0	4 0 7	196 0 7	.....	2 0 7	6 5 2	6 4 2	
.....	.....	204 0 0	189 0 0	15 0 0	204 0 0	.....	.....	6 11 4	6 11 4	
.....	.....	149 2 0	142 0 0	7 2 0	149 2 0	.....	.....	8 6 1	8 6 1	
.....	.....	149 6 9	83 12 4	16 6 5	100 2 9	49 4 0	.....	3 10 11	3 11 6	§ Paid out of the Revenue of H. H. Sindia.

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Guzerathee School.....	Kalole	1855	50	..	..	50	37·7	50	..	..	..	..	..	..	..	1	181 8 5*	....	..	.....	31 11 0
Ditto	Vejulpoor	1856	37	..	..	37	21·8	37	..	..	..	..	..	..	..	1	128 6 0*	....	..	.....	17 2 10
Ditto	Ma'am	1858	32	..	..	32	33·2	32	..	..	..	..	..	..	..	1	103 6 7*	....	..	.....	21 9 7
Ditto	Halole	1855	48	..	..	48	26·3	48	..	..	..	..	..	..	..	1	86 13 11*	....	..	.....	11 0 3
Ditto	Dahode	1856	29	..	..	29	26·9	29	..	..	..	..	..	..	..	1	108 3 6*	....	..	.....	24 3 5
Ditto	Jhallode	1856	44	..	..	44	42·3	44	..	..	..	..	..	..	..	1	184 8 3*	....	..	.....	30 10 5
Ditto	Loonawarra.....	1857	29	3	..	32	22·2	32	..	..	..	..	..	..	..	2	54 15 8†	....	..	.....	38 2 10
Ditto	Veerpoor	1856	48	..	..	48	22·	48	..	..	..	..	..	..	..	1	113 9 2‡	....	..	.....	22 4 0
Ditto	Nasdode	1857	44	3	..	47	50·2	47	..	..	..	..	..	..	..	..	261 8 2½	....	..	.....	.....
Mahee Kanta Agency.																					
Guzerathee School.....	Sadra	1849	45	3	..	48	22·7	48	..	..	..	..	..	..	..	..	1 8 0	....	..	324 2 0	.....
Surat Agency.																					
Guzerathee School.....	Bausda.....	1858	25	..	5	30	22·2	30	..	..	..	..	..	..	..	As. ½	174 4 6¶	....	..	.....	9 3 0
Penth State.																					
Murathee School	Kurrunjalee	1854	45	..	..	45	4·3	..	..	45	..	..	..	..	..	..	144 0 0¶	....	..	.....	.....
Ditto	Kohoor	1854	25	..	..	25	9·	..	..	25	..	..	..	..	..	..	100 4 10¶	....	..	.....	.....
Ditto	Penth	1853	38	6	..	44	21·	..	..	44	..	..	..	..	..	..	180 0 0¶	....	..	.....	.....
Ditto	Mulligaum	1854	35	..	..	35	14·	..	..	35	..	..	..	..	..	..	144 0 0¶	....	..	.....	.....
Ditto	Barbe	1854	30	..	..	30	17·3	..	..	30	..	..	..	..	..	..	115 9 7¶	....	..	.....	.....
Ditto	Harsol	1854	37	15	..	52	11·6	..	..	52	..	..	..	..	..	..	138 0 0¶	....	..	.....	.....
Ditto	Shirasgam	1856	43	2	..	45	12·5	..	..	45	..	..	..	..	..	..	156 0 0¶	....	..	.....	.....
Ditto	Ojhur	1856	11	1	..	12	5·4	..	..	12	..	..	..	..	..	..	122 9 11¶	....	..	.....	.....
CENTRAL DIVISION.																					
Fort Branch Sup. Anglo-Vernacular School....	Bombay.....	1850	11	9	214	234	209·	234	..	..	234	..	..	..	..	Rs. 2 As. 8	.....	....	..	.....	5,176 8 0
Jaggonath Sunkerset Sup. Anglo-Ver. School....	Ditto	1857	150	..	..	150	129·	..	..	..	150	..	..	..	..	Rs. 1 As. 8	450 0 0	....	..	882 0 0	1,455 8 9
Gokuldass Tejpall Superior Anglo-Ver. School.....	Ditto	1858	77	9	21	107	83·	89	..	..	107	..	..	..	..	As. 8	837 13 1	600 0 0	..	300 0 0	558 0 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	213 3 5	157 1 1	23 12 7	180 13 8	32 5 9	.....	4 12 9	4 13 0	* Paid out of the Revenue of H. H. Sindia.
.....	.....	145 9 7	115 0 0	11 15 2	126 15 2	18 10 5	.....	5 13 2	5 14 3	
.....	.....	125 0 2	92 5 4	8 11 6	101 0 10	23 15 4	.....	3 0 8	3 1 10	
.....	0 5 3	93 3 5	81 1 1	5 12 10	86 13 11	11 5 6	.....	3 4 10	3 4 10	
.....	.....	192 6 11	150 5 0	17 13 2	168 2 2	24 4 9	.....	6 4 0	6 4 1	
.....	.....	215 2 8	157 1 1	27 7 2	184 8 3	30 10 5	.....	4 5 10	4 5 10	
.....	.....	93 2 6	52 5 8	2 10 0	54 15 8	38 2 10	.....	2 7 7	2 7 7	† Paid by the Chief of Loonawarra.
.....	.....	135 13 2	104 11 5	17 8 3	122 3 8	13 9 6	.....	5 8 11	5 2 7	‡ Paid by the Rechoo of Ballasinore.
.....	.....	261 8 2	209 6 10	52 1 4	261 8 2	.....	.....	5 3 4	5 3 4	§ Paid by the Raja of Rajpeepla.
.....	.....	325 10 0	300 0 0	25 10 0	325 10 0	.....	.....	14 5 6	0 1 1	
.....	.....	183 7 0	166 0 0	14 9 9	180 9 9	2 13 3	.....	8 2 2	7 13 7	‖ Paid by the Raja of Banda.
.....	.....	144 0 0	144 0 0	.....	144 0 0	.....	.....	33 7 10	33 7 10	¶ Paid from the Revenues of the Pentli State.
.....	.....	160 4 10	160 4 10	.....	160 4 10	.....	.....	17 13 0	17 13 0	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	8 9 2	8 9 2	
.....	.....	144 0 0	144 0 0	.....	144 0 0	.....	.....	10 4 7	10 4 7	
.....	.....	115 9 7	115 9 7	.....	115 9 7	.....	.....	6 10 11	6 10 11	
.....	.....	138 0 0	138 0 0	.....	138 0 0	.....	.....	11 14 4	11 14 4	
.....	.....	156 0 0	156 0 0	.....	156 0 0	.....	.....	12 7 8	12 7 8	
.....	.....	122 9 11	122 9 11	.....	122 9 11	.....	.....	22 11 4	22 11 4	
.....	.....	5,176 8 0	3,646 12 3	117 13 1	3,764 9 4	1,411 14 8	.....	18 0 2	.....	Accounts included in those of the Elphinstone Institution.
.....	.....	2,787 8 9	1,869 10 10	737 7 0	2,607 1 10	160 6 11	.....	20 5 10	3 7 10	
.....	.....	2,295 13 1	2,154 2 10	.....	2,154 2 10	141 10 3	.....	25 15 3	10 1 6	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.									Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzeratties.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Chaurees.	Arabic.			From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G		10	11	12	13	14	15
																		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Poona Camp Superior Anglo-Ver. School.	Poona	1851	45	17	56	118	100	..	..	118	118	..	..	..	..		Rs.1 / As.8	1,231 0 9	....	..	.....	1,003 4 0
Sattara do. do.	Sattara	1829	54	4	9	67	47	..	..	25	67	..	..	..	..		As. 8 & 0	1,499 8 0	....	..	.....	278 4 0
Ahmednuggur do. do.	Ahmednuggur	1848	45	1	8	54	40	..	..	54	54	..	..	..	..		As. 8	2,495 1 10	....	..	.....	338 8 0
Sholapore do. do.	Sholapore	1854	40	..	5	45	41	..	..	..	45	..	..	..	..		Rs. 1	900 0 0	....	..	39 0 0	441 0 0
Mumbadevee Inf. do.	Bombay	1824	43	28	59	130	95	130	..	..	29	..	..	..	..		As. 6 & 2	.....	700 3 0	..	.....	216 6 0
Amerchundwadee Inferior Anglo-Ver. School	Ditto	1836	252	..	4	256	254	..	..	..	..	..	..	..	..		As. 2	.....	433 10 0	..	.....	491 4 0
Inferior Anglo-Ver.School	Sungumneir	1856	11	..	..	11	12	..	..	..	11	..	..	..	..		3	188 4 0	....	..	189 0 0	28 8 0
Ditto	Yewla	1856	15	1	..	16	10	..	..	..	16	..	..	..	..		1	325 11 5	....	..	325 11 5	13 0 0
Ditto	Jansen	1839	67	3	..	70	40	..	..	70	..	..	..	..	..		1 & ½	554 8 0	....	..	.....	60 11 0
Ditto	Wace	1853	109	2	..	111	77	..	..	111	5	..	8	..	..		2, 1, & ½	493 14 11	....	..	.....	51 9 3
Ditto	Karur	1854	112	4	..	116	74	..	..	116	1*	..	..	..	..		4, 2, 1 & ½	488 4 10	....	..	.....	110 6 6
Ditto	Punderpoor	1853	119	3	..	122	70	..	..	122	5	..	..	..	..		4, 2, 1 & ½	490 11 6	....	..	.....	65 13 0
Branch School No. 1	Poona	1858	40	..	..	40	36	..	..	40	12	..	..	..	..		8, 4, & 2	72 0 0*	....	..	.....	150 12 0
Ditto No. 2	Ditto	1858	26	..	..	26	20	..	..	26	8	..	..	..	..		....	36 0 0*	....	..	.....	75 0 0
Ditto No. 3	Ditto	1858	34	..	..	34	30	..	..	34	9	..	..	..	..		....	72 0 0*	....	..	.....	109 0 0
Ditto No. 4	Ditto	1858	52	..	..	52	45	..	..	53	10	..	..	..	..		....	72 0 0*	....	..	.....	150 0 0
Bombay Vernacular Schools.																						
Bombay Hindoostanee Sch.	Bombay	1834	..	14	..	14	11	..	14	..	..	..	..	..	..		As. 2	.....	354 10 0	..	.....	16 0 0
Loharchall Murathee School	Ditto	1824	84	..	..	84	71	..	..	84	..	..	..	..	..		do.	.....	757 4 3	..	.....	136 14 0
Vithulwadee ditto	Ditto	1833	64	..	..	64	78	..	..	78	..	..	..	..	..		do.	.....	257 11 3	..	.....	115 8 0
Murathee School	Ditto, Worlee	1856	34	..	3	37	25	..	..	37	..	..	..	..	..		1	60 0 0	....	..	72 0 0	23 6 0
Ahmednuggur Collectorate.																						
Murathee School No. 1	Ahmednugger	1826	105	..	..	105	88	..	..	105	..	..	..	..	..		1 & ½	332 0 0	....	..	.....	65 8 0
Ditto No. 2	Ditto	1832	90	10	2	102	78	..	..	102	..	..	..	..	..		do.	326 10 4	....	..	.....	37 6 0
Ditto No. 3	Ditto	1826	85	12	2	99	78	..	..	99	..	..	..	..	..		do.	209 2 9	....	..	.....	68 1 0
Police School	Ditto	Unknown.	49	13	8	70	51	..	..	70	..	..	..	..	..		do.	155 8 0	....	..	.....	7 9 0
Low caste	Ditto	1854	53	11	6	70	57	..	..	70	..	..	..	..	..		do.	72 2 0	....	..	73 13 0	22 15 6
Murathee School	Akolneir	1854	41	..	..	41	27	..	..	41	..	..	..	..	..		do.	95 5 0	....	..	102 0 0	18 0 0
Ditto	Rahooree	1841	86	5	..	91	75	..	..	91	..	..	..	..	..		do.	134 0 6	....	..	.....	33 10 0
Ditto	Wokdee	1856	29	..	..	29	23	..	..	29	..	..	..	..	..		do.	97 6 6	....	..	108 0 0	6 5 6
Ditto	Sungumneir	1834	85	2	..	87	71	..	..	87	..	..	..	..	..		do.	293 14 9	....	..	.....	35 2 6
Ditto	Dhandhurphul	1845	31	..	..	31	23	..	..	31	..	..	..	..	..		do.	143 11 0	....	..	.....	12 0 0
Ditto	Peniglree	1856	21	..	..	21	15	..	..	21	..	..	..	..	..		do.	68 2 6	....	..	68 9 9	4 6 6
Hindeostanee School	Sungumneir	1845	..	33	..	33	35	..	33	..	..	..	..	..	..		do.	135 11 6	....	..	.....	14 11 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25.	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	2,234 4 9	1,921 3 1	456 0 0	2,377 3 1	.....	142 14 4	23 12 4	12 5 0	
2 5 0	.....	1,771 1 0	1,449 0 0	85 5 6	1,534 5 6	236 11 6	.....	32 10 4	31 11 5	
.....	.....	3,033 9 10	2,623 10 4	89 1 3	2,712 11 7	320 14 3	.....	58 15 7	58 0 5	
.....	.....	1,080 0 0	1,200 0 0	11 0 0	1,211 0 0	.....	131 0 0	20 8 7	14 10 1	
.....	.....	1,006 9 0	908 2 0	38 7 0	1,006 9 0	.....	.....	10 0 6	.....	Accounts included in those of the Elphinstone Institution.
.....	.....	834 14 0	789 0 0	15 5 6	804 5 6	30 8 6	.....	3 0 9	.....	
7 0 0	.....	403 12 0	360 0 0	16 1 6	376 1 6	27 10 6	.....	31 5 5	15 11 0	Since closed.
1 0 0	.....	646 3 10	651 6 10	1 0 0	652 6 10	3 13 0	.....	65 3 10	32 9 1	
.....	.....	395 3 0	330 0 0	65 3 0	395 3 0	.....	.....	9 14 1	8 13 10	
12 15 6	11 8 6	500 0 2	487 11 11	76 8 6	564 4 5	.....	4 4 3	7 5 3	6 6 8	
2 5 0	.....	601 0 3	546 0 0	42 11 3	588 11 3	2 5 0	.....	8 1 5	6 9 7	
8 3 6	20 0 0	580 12 0	510 0 0	62 8 6	572 8 6	8 3 6	.....	8 2 10	7 6 2	
.....	.....	202 12 0	202 12 0	.....	202 12 0	.....	.....	5 10 7	2 0 0	* Paid from the Poona College Normal School.
.....	.....	111 0 0	111 0 0	.....	111 0 0	.....	.....	5 8 10	1 12 10	
.....	.....	172 0 0	172 0 0	.....	172 0 0	.....	.....	5 11 9	2 6 6	† Fees are appropriated as part of Master's pay.
.....	.....	222 0 0	222 0 0	.....	222 0 0	.....	.....	4 14 11	1 9 7	
.....	.....	371 0 6	359 0 0	12 0 6	371 0 6	.....	.....	33 11 8	.....	
.....	.....	894 2 3	876 0 0	11 8 3	887 8 3	6 10 0	.....	12 8 0	.....	
.....	.....	353 3 3	348 0 0	1 6 9	349 6 9	3 12 6	.....	4 7 8	.....	
.....	.....	155 6 0	132 0 0	.....	132 0 0	23 6 0	.....	5 4 6	2 6 4	
.....	.....	388 1 0	360 0 0	28 1 0	388 1 0	.....	.....	4 6 6	1 10 7	
2 2 0	.....	386 2 10	350 4 4	26 14 6	386 2 10	.....	.....	4 15 3	4 3 0	
1 7 0	.....	238 10 9	200 0 0	38 10 9	238 10 9	.....	.....	4 5 5	3 7 2	
.....	.....	163 1 0	144 0 0	19 1 0	163 1 0	.....	.....	3 3 2	3 0 9	
.....	.....	168 14 6	151 0 0	17 14 6	168 14 6	.....	.....	2 15 5	1 4 3	
1 0 6	.....	216 5 6	192 0 0	7 9 0	199 9 0	16 12 6	.....	7 6 3	3 8 0	
1 4 0	.....	168 14 6	150 0 0	18 14 6	168 14 6	.....	.....	2 4 0	1 12 7	
.....	.....	211 12 0	198 0 0	9 1 0	207 1 0	4 11 0	.....	9 0 0	4 3 0	
.....	.....	302 1 3	282 0 0	20 1 3	302 1 3	.....	.....	4 4 1	3 12 2	
0 3 0	.....	155 14 0	150 0 0	5 14 0	155 14 0	.....	.....	6 12 5	6 3 11	
.....	.....	141 2 9	128 9 9	8 6 5	137 0 2	4 2 7	.....	9 2 1	4 8 8	
.....	.....	150 6 6	150 0 0	0 6 6	150 6 6	.....	.....	4 4 9	3 14 0	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.									Monthly Rate of Schooling Fees.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzzuratee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.			From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11		12	13	14	15
																As.	Rs. a. p.				Rs. a. p.	Rs. a. p.
Murathee School	Akoleh	1832	84	1	..	85	49	..	..	85	..	..	..	..	..	1 & ¼	379 4 2		.....	..	.....	45 14 6
Ditto	Kotul	1838	51	3	..	54	34	..	..	54	..	..	..	..	..	do.	140 1 4		.....	..	.....	14 6 6
Ditto	Indoree	1856	17	..	..	17	4	..	..	17	..	..	..	..	..	do.	61 12 6		.....	..	61 4 0	4 12 0
Ditto	Thangaum	1856	33	1	..	34	18	..	..	34	..	..	..	..	..	do.	63 0 0		.....	..	69 0 0	8 1 0
Ditto	Sumeherpore	1856	22	..	..	22	11	..	..	22	..	..	..	..	..	do.	64 0 0		.....	..	69 0 0	5 8 6
Ditto	Dubereh	1856	10	..	..	10	9	..	..	10	..	..	..	..	..	¼	64 1 6		.....	..	61 10 0	2 7 6
Ditto	Jowlah	1856	18	..	..	18	8	..	..	18	..	..	..	..	..	do.	61 11 6		.....	..	61 3 0	3 12 6
Ditto	Dhamangaum	1856	..	..	..	..	12	..	..	..	..	..	..	..	..	.....	20 0 0		.....	..	20 0 0	1 15 0
Ditto	Sinner	1844	69	3	..	72	55	..	..	72	..	..	..	..	..	1 & ¼	202 13 0		.....	..	.....	24 14 0
Ditto	Wavee	1847	43	1	..	44	26	..	..	44	..	..	..	..	..	do.	131 12 6		.....	..	.....	18 4 6
Ditto	Korhaleh	1848	42	7	..	49	37	..	..	49	..	..	..	..	..	do.	136 3 6		.....	..	.....	22 7 6
Ditto	Khopdee	1856	15	..	..	15	11	..	..	15	..	..	..	..	..	¼	60 0 0		.....	..	61 5 6	3 4 0
Ditto	Pangree	1856	15	1	1	17	10	..	..	17	..	..	..	..	..	do.	53 0 0		.....	..	52 15 0	3 0 6
Ditto	Wadagleo	1856	18	..	..	18	13	..	..	18	..	..	..	..	..	do.	66 0 0		.....	..	60 0 0	5 6 0
Ditto	Trimbuck	1856	38	..	..	38	32	..	..	..	..	..	..	..	..	1 & ¼	142 11 7		.....	..	.....	21 9 0
Ditto	Nasick	1826	100	..	..	100	65	..	..	100	..	..	..	..	..	do.	479 2 7		.....	..	.....	56 2 6
Ditto	Sykhedeh	1855	51	..	..	51	34	..	..	51	..	..	..	..	..	do.	99 1 0		.....	..	103 8 0	12 7 0
Hindoostanee School	Nassick	1856	6	15	..	21	14	..	21	..	..	..	..	..	..	do.	64 4 0		.....	..	68 6 0	8 4 6
Ditto	Dindoree	1856	..	13	..	13	12	..	13	..	..	..	..	..	..	¼	62 2 0		.....	..	69 0 0	4 8 0
Murathee School	Sykhedeh	1847	42	3	..	45	25	..	..	45	..	..	..	..	..	1 & ¼	147 6 6		.....	..	.....	25 12 0
Ditto	Mohadee	1856	24	..	..	24	16	..	..	24	..	..	..	..	..	do.	92 11 0		.....	..	108 0 0	6 10 0
Ditto	Wurkhedeh	1856	21	4	..	25	20	..	..	25	..	..	..	..	..	do.	64 0 0		.....	..	66 10 6	8 12 6
Ditto	Wunee	1856	73	5	..	78	60	..	..	78	..	..	..	..	..	do.	105 4 0		.....	..	100 0 0	28 1 0
Ditto	Chandore	1845	56	11	1	68	45	..	..	68	..	..	..	..	..	do.	190 1 4		.....	..	.....	20 9 0
Ditto	Sookench	1845	48	2	..	50	42	..	..	50	..	..	..	..	..	do.	141 1 6		.....	..	.....	23 3 0
Ditto	Vinchoor	1854	66	..	..	66	50	..	..	66	..	..	..	..	..	do.	140 5 0		.....	..	127 8 0	29 6 6
Ditto	Dhodumbeh	1856	20	1	..	21	14	..	..	21	..	..	..	..	..	do.	63 13 0		.....	..	60 0 0	10 1 0
Ditto	Pimpulgaum	1856	33	1	..	34	27	..	..	34	..	..	..	..	..	do.	123 11 0		.....	..	129 0 0	14 13 0
Ditto	Niphar	1856	38	4	..	42	32	..	..	42	..	..	..	..	..	do.	99 6 0		.....	..	96 0 0	18 1 6
Ditto	Oozer	1856	33	..	..	33	29	..	..	33	..	..	..	..	..	do.	124 4 6		.....	..	126 0 0	10 0 6
Ditto	Nundoor Mudmeshwur	1856	25	1	..	26	18	..	..	26	..	..	..	..	..	do.	93 0 0		.....	..	92 10 6	6 13 6
Ditto	Palkhed	1856	19	..	..	19	15	..	..	19	..	..	..	..	..	do.	90 0 0		.....	..	96 0 0	6 6 0
Ditto	Kanool	1856	..	..	..	..	16	..	..	..	..	..	..	..	..	do.	25 0 0		.....	..	27 0 0	5 9 0
Ditto Low Caste	Vinchoor	1856	..	..	15	15	10	..	..	15	..	..	..	..	..	¼	60 7 6		.....	..	48 0 0	.....
Murathee School	Yewla	1837	35	..	..	35	64	..	..	35	..	..	..	..	..	1 & ¼	288 11 5		.....	..	.....	25 6 6
Ditto	Rahatch	1844	38	..	..	38	30	..	..	38	..	..	..	..	..	do.	142 15 6		.....	..	.....	16 13 0
Ditto	Kopergaum	1846	57	1	..	58	40	..	..	58	..	..	..	..	..	do.	156 5 6		.....	..	.....	15 6 0
Ditto	Poontambeh	1846	68	..	..	68	53	..	..	68	..	..	..	..	..	do.	218 1 0		.....	..	.....	25 5 6
Ditto	Mukhed	1856	16	1	..	17	11	..	..	17	..	..	..	..	..	do.	90 0 0		.....	..	99 0 0	3 11 6
Ditto	Mahegaon	1856	14	1	..	15	9	..	..	15	..	..	..	..	..	do.	47 5 4		.....	..	51 14 10	3 0 9
Ditto	Kokumthan	1856	28	2	..	30	23	..	..	30	..	..	..	..	..	do.	64 5 6		.....	..	69 0 0	9 1 6
Ditto	Savutsur	1856	15	..	..	15	10	..	..	15	..	..	..	..	..	do.	64 0 0		.....	..	67 8 0	

Charges.								Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	425 2 8	402 0 0	23 2 8	425 2 8	.....	.....	8 10 10	7 11 10	
.....	.....	154 7 10	150 0 0	4 7 10	154 7 10	.....	.....	4 8 8	4 1 11	
.....	.....	127 12 6	121 4 0	1 15 0	123 3 0	4 9 6	.....	30 12 9	15 7 1	
0 9 0	.....	140 10 0	129 0 0	3 14 11	132 14 11	7 11 1	.....	7 6 2	3 8 0	
2 13 0	.....	138 5 6	126 0 0	7 0 0	133 0 0	5 5 6	.....	12 1 5	5 13 1	
.....	.....	128 2 0	121 10 0	4 1 6	125 11 6	2 7 6	.....	13 15 6	7 1 11	
.....	.....	126 11 0	121 3 0	1 13 8	123 0 8	3 10 4	.....	15 6 1	7 11 5	
.....	.....	41 15 6	40 0 0	.....	40 0 0	1 15 0	.....	3 5 4	1 10 8	Closed on the 1st September 1858.
2 9 0	.....	220 11 0	210 0 0	19 11 0	229 11 0	.....	.....	4 2 9	3 11 0	
0 9 0	.....	150 10 0	150 0 0	0 10 0	150 10 0	.....	.....	5 12 8	5 1 1	
1 1 0	.....	159 12 0	150 0 0	9 12 0	159 12 0	.....	.....	4 5 1	3 10 10	
.....	.....	124 9 0	121 5 0	0 2 6	121 7 6	3 1 6	.....	11 0 8	5 7 3	
0 10 0	.....	109 9 6	102 15 0	3 11 6	106 10 6	2 15 0	.....	10 10 7	5 4 9	
0 8 0	.....	131 14 0	120 0 0	7 0 6	127 0 6	4 13 6	.....	9 12 4	5 1 3	
.....	.....	164 4 7	153 15 3	10 5 4	164 4 7	.....	.....	5 2 1	4 7 4	
.....	.....	547 3 7	502 1 1	45 2 6	547 3 7	.....	.....	8 6 8	7 5 11	
11 14 6	.....	215 0 0	193 8 0	18 2 0	211 10 0	3 6 0	.....	6 3 7	2 14 7	
.....	.....	140 14 6	128 6 0	4 4 0	132 10 0	8 4 6	.....	9 9 7	4 9 5	
.....	.....	127 10 0	120 0 0	2 5 0	122 5 0	4 5 0	.....	10 3 1	5 2 10	
.....	.....	182 2 0	150 0 0	32 2 0	182 2 0	.....	.....	7 4 6	5 14 4	
3 14 6	.....	197 5 0	168 0 0	2 15 9	200 15 9	6 5 3	.....	12 8 11	5 12 8	
.....	.....	139 14 0	126 10 6	4 15 3	131 9 9	8 4 3	.....	6 9 3	3 3 2	
0 7 0	.....	254 0 0	197 8 0	37 8 3	235 0 3	18 15 9	.....	3 14 8	1 12 1	
20 11 0	.....	212 11 0	192 0 0	43 5 4	235 5 4	.....	.....	5 3 8	4 5 8	
8 11 0	.....	164 4 1	150 0 0	14 4 1	164 4 1	.....	.....	3 14 7	3 5 9	
.....	.....	302 3 6	247 8 0	28 9 0	276 1 0	26 2 6	.....	5 8 4	2 12 10	
5 0 0	.....	133 14 0	120 0 0	4 5 0	124 5 0	9 9 0	.....	8 14 1	4 8 11	
.....	.....	271 9 0	240 0 0	11 7 6	260 7 6	11 1 6	.....	9 10 4	4 9 4	
4 1 0	.....	213 7 6	186 0 0	10 2 6	196 2 6	17 5 0	.....	6 2 1	3 1 8	
.....	.....	260 5 0	246 0 0	4 10 0	250 10 0	9 11 0	.....	12 8 6	6 3 5	
.....	.....	192 7 0	182 10 6	3 6 0	186 0 6	6 6 6	.....	10 5 4	5 2 8	
.....	.....	193 1 0	186 0 0	1 3 3	187 3 3	5 13 9	.....	12 7 8	6 0 0	
0 11 0	.....	57 9 0	52 0 0	0 3 6	52 3 6	5 5 6	.....	3 4 2	1 9 6	
.....	.....	108 7 6	108 0 0	0 7 6	108 7 6	.....	.....	10 13 7	6 0 9	
.....	.....	314 13 11	285 3 5	29 10 6	314 13 11	.....	.....	4 14 9	4 8 2	
0 12 0	.....	160 5 6	150 0 0	10 5 6	160 5 6	.....	.....	5 5 6	4 12 3	
0 9 0	.....	173 9 6	150 0 0	23 9 6	173 9 6	.....	.....	4 5 5	3 14 6	
1 14 0	.....	246 12 6	210 0 0	36 12 6	246 12 6	.....	.....	4 10 6	4 1 10	
3 6 0	.....	183 11 6	180 0 0	.....	180 0 0	3 11 6	.....	16 5 9	8 2 10	
.....	.....	102 4 11	99 4 2	0 0 9	99 5 2	2 15 9	.....	11 0 7	5 4 1	
.....	.....	134 0 6	120 0 0	4 7 6	124 7 6	2 9 0	.....	5 6 7	2 12 9	
.....	.....	140 9 6	127 8 0	5 0 0	132 8 0	8 1 6	.....	13 4 0	6 6 5	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipt.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Murathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g	10	11	12	13	14	15
																As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Nagdeh	1856	..	..	..	..	24	..	..	..	..	..	..	..	..	1 & ½	36 0 0	.....	..	36 0 0	4 6 0
Murathee School (Female)	Yewla	1856	..	..	..	..	4	..	..	..	..	..	..	..	..	.....	30 0 0	.....	..	30 0 0	.....
Ditto	Newasseh	1856	48	2	..	50	30	..	..	50	..	..	..	..	..	1 & ½	130 10 0	.....	..	144 0 0	16 6 0
Ditto	Jamkhed	1841	38	3	..	41	26	..	..	41	..	..	..	..	..	do.	147 6 6	.....	..	.....	19 7 6
Ditto	Khurdeh	1849	50	..	..	50	33	..	..	50	..	..	..	..	..	do.	135 0 6	.....	..	.....	15 6 0
Ditto	Parnair	1842	65	..	..	65	58	..	..	65	..	..	..	..	..	do.	140 6 6	.....	..	.....	40 6 6
Ditto	Ghodnadee	1856	75	3	..	78	71	..	..	78	..	..	..	..	..	1 & ½	87 3 0	.....	..	69 0 0	34 3 6
Ditto	Kurjut	1845	41	..	..	41	34	..	..	41	..	..	..	..	..	do.	136 14 6	.....	..	1 0 0	19 7 6
Sholapoor Collectorate.																					
Murathee School	Sholapoor	1827	100	5	..	105	115	..	..	105	..	..	..	..	..	1 & ½	429 0 0	.....	..	.....	66 1 0
Ditto	Barshee	1839	66	1	..	67	52	..	..	67	..	..	..	..	..	do.	191 15 8	.....	..	.....	55 5 6
Ditto	Vyrag	1849	25	..	..	25	19	..	..	25	..	..	..	..	..	do.	143 9 0	.....	..	.....	14 15 0
Ditto	Pangaon	1855	43	1	..	44	36	..	..	44	..	..	..	..	..	do.	72 4 0	.....	..	72 0 0	6 15 6
Ditto	Madeh	1836	79	1	..	80	63	..	..	80	..	..	..	..	..	½ to 2	172 1 0	.....	..	.....	54 10 6
Ditto	Pangray	1855	14	2	..	16	17	..	..	16	..	..	..	..	..	1 & ½	71 3 6	.....	..	69 0 0	13 7 0
Ditto	Mohol	1836	46	5	..	51	48	..	..	51	..	..	..	..	..	do.	161 14 6	.....	..	.....	27 1 0
Ditto	Kurmaleh	1846	97	5	..	102	50	..	..	102	..	..	..	..	..	½ to 3	171 1 5	.....	..	.....	52 15 0
Ditto	Luwool	1855	14	..	..	14	13	..	..	14	..	..	..	..	..	1 & ½	65 7 0	.....	..	60 0 0	3 5 0
Poona Collectorate.																					
Murathee School	Pimpulwandee	1845	39	1	..	40	25	..	..	40	..	..	..	..	..	1 & ½	157 6 6	.....	..	.....	13 13 6
Ditto	Hivreh	1845	40	..	..	40	28	..	..	40	..	..	..	..	..	do.	147 3 11	.....	..	.....	20 4 3
Ditto	Dingoreh	1855	23	1	..	24	20	..	..	24	..	..	..	..	..	do.	64 11 0	.....	..	60 0 0	9 8 6
Ditto	Rajoree	1855	37	4	..	41	34	..	..	41	..	..	..	..	..	do.	88 6 0	.....	..	60 0 0	13 8 6
Ditto	Ootoor	1856	63	2	1	66	47	..	..	66	..	..	..	..	..	do.	120 4 6	.....	..	90 0 0	30 11 6
Hindoostanee School	Junere	1856	..	20	..	20	16	..	20	..	..	..	..	..	..	do.	64 11 0	.....	..	60 0 0	7 1 0
Murathee School	Awsurry Khurd	1847	46	..	..	46	34	..	..	46	..	..	..	..	..	do.	165 12 0	.....	..	.....	18 10 6
Ditto	Tullegaon Dhamdareh	1850	57	3	..	60	51	..	..	60	..	..	..	..	..	do.	191 3 6	.....	..	.....	19 1 0
Ditto	Pabul	1859	30	..	..	30	25	..	..	30	..	..	..	..	..	do.	62 12 0	.....	..	60 0 0	5 10 0
Ditto	Narayengaon	1855	10	2	..	12	30	..	..	12	..	..	..	..	..	1	62 12 0	.....	..	60 0 0	1 15 0
Ditto	Wurgaon	1856	48	1	..	49	37	..	..	49	..	..	..	..	..	1 & ½	124 9 0	.....	..	90 0 0	8 14 6
Ditto	Muncher	1856	21	7	..	28	17	..	..	28	..	..	..	..	..	do.	97 15 0	.....	..	60 0 0	2 11 6
Ditto	Chandelee	1856	12	..	..	12	11	..	..	12	..	..	..	..	..	do.	114 15 6	.....	..	90 0 0	4 7 0
Ditto	Awsuree Budrook	1856	28	1	..	29	28	..	..	29	..	..	..	..	..	do.	61 14 0	.....	..	60 0 0	5 4 0
Ditto	Khed	1839	73	..	..	73	62	..	..	73	..	..	..	..	..	do.	86 14 0	.....	..	.....	29 7 6
Ditto	Kudoos	1845	114	1	..	115	86	..	..	115	..	..	..	..	..	do.	218 0 6	.....	..	.....	64 7 6
																	178 1 1	.....	..		

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	76 6 0	72 0 0	0 4 0	72 4 0	4 2 0	.....	3 0 2	1 8 0	
.....	.....	60 0 0	60 0 0	.....	60 0 0	.....	.....	15 0 0	7 8 0	Closed on the 1st December 1858. The master's salary for November was not paid.
1 13 0	.....	292 13 0	264 0 0	20 13 0	284 13 0	8 0 0	.....	7 4 10	3 5 7	
.....	.....	166 9 0	150 0 0	16 9 0	166 9 0	.....	.....	6 6 6	5 10 8	
.....	.....	156 6 6	150 0 0	0 6 6	150 6 6	.....	.....	4 8 11	4 1 5	
.....	.....	180 13 0	162 0 0	18 13 0	180 13 0	.....	.....	3 1 11	2 6 8	
3 15 0	.....	194 5 6	137 0 0	44 8 6	181 8 6	12 13 0	.....	2 8 11	1 3 7	
.....	.....	157 6 0	150 0 0	6 6 0	156 6 0	.....	.....	4 9 7	4 0 5	
.....	.....	495 1 0	450 0 0	45 1 0	495 1 0	.....	.....	4 4 11	3 11 8	
2 8 6	.....	230 13 8	210 0 0	20 13 8	230 13 8	.....	.....	7 3 5	6 15 11	
.....	.....	158 8 0	150 0 0	8 8 0	158 8 0	.....	.....	8 5 5	7 8 10	
.....	.....	151 3 6	122 0 0	21 5 8	153 5 8	.....	2 2 2	4 4 1	2 0 1	
.....	.....	229 11 6	200 8 0	26 3 6	229 11 6	.....	.....	3 9 6	2 11 7	
.....	.....	144 6 6	120 0 0	23 7 6	143 7 6	0 15 0	.....	8 7 0	4 3 0	
.....	.....	188 15 6	174 0 0	14 15 6	188 15 6	.....	.....	3 15 0	3 6 0	
0 12 0	.....	224 12 5	180 0 0	44 12 5	224 12 5	.....	.....	4 7 11	3 6 9	
.....	.....	128 12 0	120 0 0	14 7 0	134 7 0	.....	5 11 0	10 5 5	5 0 6	
15 7 0	.....	186 9 6	162 0 0	30 12 7	192 12 7	.....	6 3 1	7 11 5	6 4 9	
11 14 0	.....	179 6 1	150 0 0	17 8 1	167 8 1	11 14 0	.....	5 15 9	5 4 2	
1 4 0	1 1 0	136 8 6	120 0 0	19 5 0	139 5 0	.....	2 12 6	6 15 5	3 3 9	
0 12 9	.....	162 11 5	120 0 0	41 15 0	161 15 0	0 12 3	.....	4 12 2	2 9 7	
0 5 0	.....	241 5 0	180 0 0	44 3 0	224 3 9	17 2 0	.....	4 12 4	2 8 11	
.....	.....	131 12 0	120 0 0	16 12 3	136 12 3	.....	5 0 3	8 8 9	4 0 8	
.....	.....	184 6 0	150 0 0	52 2 6	211 2 6	.....	26 12 6	6 3 4	4 14 0	
1 7 6	0 2 0	211 14 0	174 0 0	38 13 6	212 13 6	.....	0 15 6	4 2 9	3 12 0	
.....	.....	68 6 0	15 0 0	53 6 0	68 6 0	.....	.....	2 11 9	2 8 2	
.....	.....	216 8 0	180 0 0	34 9 0	214 9 0	1 15 0	.....	7 2 5	4 2 5	
.....	.....	196 13 6	180 0 0	11 5 6	191 5 6	5 8 0	.....	5 2 9	2 10 4	
.....	.....	207 11 0	180 0 0	25 11 6	205 11 6	1 15 6	.....	12 1 7	6 12 2	
.....	.....	126 5 0	120 0 0	3 1 0	123 1 0	3 4 0	.....	11 3 0	5 10 0	
.....	.....	152 2 0	120 0 0	38 5 0	158 5 0	.....	6 3 0	5 10 6	3 1 8	
1 5 6	.....	248 13 0	192 0 0	55 7 6	247 7 6	1 5 6	.....	3 15 10	3 8 3	
0 8 0	.....	243 0 1	198 0 0	44 8 1	242 8 1	0 8 0	.....	2 13 1	2 1 1	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.							Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9B	9C	9D	9E	9F	9G	10	11		12	13	14	15
															As.	Rs. a. p.				Rs. a. p.	Rs. a. p.
Marathee School	Chas	1842	55	..	..	55	71	..	55	..	..	..	..	..	½ to 2	164 10 6	....	..	.....	12 12 6	
Ditto	Ghodeh	1839	46	1	..	47	47	..	47	..	..	..	..	..	1 & ½	181 12 6	....	..	.....	12 0 0	
Ditto	Chakun	1848	51	2	..	53	38	..	53	..	..	..	..	..	do.	184 1 6	....	..	.....	20 6 0	
Ditto	Tullegaum Dabhadeh	1856	45	5	..	50	74	..	50	..	..	..	..	..	do.	185 12 0	....	..	150 0 0	11 8 0	
Ditto	Nimbgaum	1856	37	2	..	39	25	..	39	..	..	..	..	..	do.	85 7 0	....	..	60 0 0	6 14 0	
Ditto	Wadeh	1856	43	..	..	43	35	..	43	..	..	..	..	..	do.	117 0 0	....	..	90 0 0	17 5 3	
Ditto	Alandee	1856	31	..	..	31	18	..	31	..	..	..	..	..	do.	64 6 0	....	..	72 0 0	3 8 6	
Ditto	Mahaloonga	1856	20	3	..	23	22	..	23	..	..	..	..	..	do.	66 9 6	....	..	72 0 0	43 6 0	
Ditto	Pimpulgaom	1856	24	1	..	25	20	..	25	..	..	..	..	..	do.	63 14 6	....	..	72 0 0	5 0 0	
Ditto	Buhool	1856	20	..	..	20	18	..	20	..	..	..	..	..	do.	63 7 0	....	..	72 0 0	3 4 6	
Ditto	Pimplay	1856	25	..	..	25	14	..	25	..	..	..	..	..	do.	63 14 6	....	..	72 0 0	4 7 0	
Ditto	Nighoje	1856	25	..	..	25	14	..	25	..	..	..	..	..	do.	63 12 0	....	..	72 0 0	3 10 6	
Ditto	Pond	1840	39	..	..	39	23	..	39	..	..	..	..	..	do.	155 6 6	....	..	.....	13 11 6	
Ditto	No. 1. Poona	1826	99	1	..	100	62	..	100	25	..	..	..	..	1 & ½	698 15 6	....	..	.....	41 14 10	
Ditto	No. 2. Ditto	1830	77	..	..	77	80	..	77	..	..	..	..	..	do.	278 10 6	....	..	.....	46 9 0	
Ditto	No. 3. Ditto	1830	143	..	..	143	133	..	143	..	..	..	..	..	2, 1, & ½	471 11 6	....	..	.....	09 13 0	
Ditto	Shivapoor	1842	34	1	..	35	27	..	35	..	..	..	..	..	1 & ½	147 14 6	....	..	.....	14 11 0	
Ditto	Chinchwud	1844	46	1	..	47	32	..	47	..	..	..	..	..	do.	213 2 0	....	..	.....	13 2 6	
Ditto	Kewlay	1855	16	..	..	16	12	..	16	..	..	..	..	..	do.	85 3 0	....	..	60 0 0	4 8 0	
Ditto	Churolee	1856	25	..	..	25	22	..	25	..	..	..	..	..	do.	114 15 6	....	..	90 0 0	2 2 0	
Ditto	Donjay	1857	27	..	..	27	17	..	27	..	..	..	..	..	do.	63 4 6	....	..	60 0 0	1 7 6	
Ditto	Sassoor	1826	43	..	..	43	30	..	43	..	..	..	..	..	do.	226 7 6	....	..	.....	24 2 6	
Ditto	Supay	1836	35	..	..	35	17	..	35	..	..	..	..	..	1 & ½	177 8 6	....	..	.....	12 7 0	
Ditto	Jejoree	1836	119	2	..	121	115	..	121	4	..	..	..	..	2, 1, & ½	321 7 1	....	..	.....	38 7 11	
Ditto	Walhay	1840	47	3	..	50	38	..	50	..	..	..	..	..	1 & ½	207 7 6	....	..	.....	15 4 0	
Ditto	Purinchay	1841	44	..	..	44	30	..	44	..	..	..	..	..	do.	127 10 6	....	..	.....	15 7 0	
Ditto	Belsur	1840	47	3	..	50	32	..	50	..	..	..	..	..	do.	92 14 6	....	..	.....	7 4 6	
Ditto	Pargaom	1836	22	..	..	22	17	..	22	..	..	..	..	..	do.	68 15 0	....	..	.....	4 9 0	
Ditto	Poor	1849	20	..	..	20	13	..	20	..	..	..	..	..	do.	76 12 0	....	..	.....	2 10 0	
Ditto	Kodhit	1837	27	..	..	27	18	..	27	..	..	..	..	..	do.	58 6 6	....	..	.....	2 15 0	
Ditto	Guraday	1837	17	..	..	17	13	..	17	..	..	..	..	..	do.	62 13 0	....	..	.....	2 11 6	
Ditto	Veer	1836	43	..	..	43	32	..	43	..	..	..	..	..	do.	82 0 0	....	..	.....	11 3 0	
Ditto	Rajapoor	1846	12	..	..	12	6	..	12	..	..	..	..	..	½	61 7 3	....	..	.....	2 4 0	
Ditto	Pangsray	1836	18	..	..	18	9	..	18	..	..	..	..	..	1 & ½	62 13 0	....	..	.....	2 7 0	
Ditto	Chamblee	1837	50	..	..	50	11	..	50	..	..	..	..	..	do.	61 15 3	....	..	.....	6 15 0	
Ditto	Samree	1835	30	..	..	30	20	..	30	..	..	..	..	..	do.	63 4 0	....	..	.....	3 13 0	
Ditto	Jadwachiwadee	1836	27	1	..	28	14	..	28	..	..	..	..	..	do.	62 12 6	....	..	.....	5 0 6	
Ditto	Hiwray	1840	10	..	..	10	9	..	10	..	..	..	..	..	do.	78 11 0	....	..	.....	6 4 0	
Ditto	Ekhutpoor	1836	45	..	..	45	29	..	45	..	..	..	..	..	do.	65 9 6	....	..	.....	7 9 6	
Ditto	Nahavi	1847	15	..	..	15	5	..	15	..	..	..	..	..	do.	56 10 6	....	..	.....	2 9 6	
Ditto	Mundhar	1851	14	2	..	16	11	..	16	..	..	..	..	..	do.	55 2 0	....	..	.....	2 0 0	
Ditto	Kothalay	1849	15	..	..	15	11	..	15	..	..	..	..	..	do.	56 3 0	....	..	.....	4 5 6	

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22.	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	177 7 0	150 0 0	27 7 0	177 7 0	.....	.....	2 8 0	2 5 1	
.....	.....	193 12 6	174 0 0	19 12 6	193 12 6	.....	.....	4 2 0	3 13 10	
0 4 3	.....	204 11 9	180 0 0	24 7 6	204 7 6	0 4 3	.....	5 6 1	4 13 6	
.....	.....	347 4 0	300 0 0	53 14 0	353 14 0	.....	6 10 0	4 12 6	2 8 2	
0 2 6	.....	152 7 6	120 0 0	40 3 0	160 3 0	.....	7 11 6	6 6 6	3 6 8	
2 10 0	.....	226 15 3	180 0 0	31 2 0	211 2 0	15 13 3	.....	6 0 6	3 5 6	
0 6 6	.....	140 5 6	132 0 0	6 0 0	138 0 0	2 5 0	.....	7 10 8	3 9 3	
0 8 0	.....	143 5 0	132 0 0	8 7 6	140 7 6	2 13 6	.....	6 6 2	3 0 5	
.....	.....	140 14 6	132 0 0	5 8 6	137 8 6	3 6 0	.....	6 14 0	3 3 1	
0 1 0	.....	138 12 6	132 0 0	11 13 0	143 13 0	.....	5 0 6	7 15 10	3 8 5	
.....	.....	140 5 6	132 0 0	5 8 6	137 8 6	2 13 0	.....	9 13 2	4 9 0	
0 4 6	.....	139 11 0	132 0 0	5 10 0	137 10 0	2 1 0	.....	9 13 2	4 8 10	
0 15 0	.....	170 1 0	120 0 0	10 2 0	160 2 0	0 15 0	.....	7 5 8	6 12 6	
.....	.....	740 14 4	684 0 0	78 13 6	762 13 6	.....	21 15 2	9 4 10	8 8 5	
320 3 6	.....	276 0 0	276 0 0	44 3 6	320 3 6	.....	.....	4 0 1	3 6 9	
.....	.....	541 8 6	441 0 0	129 14 6	570 14 6	.....	29 6 0	4 4 8	3 8 9	
162 9 6	.....	162 9 6	150 0 0	12 9 6	162 9 6	.....	.....	6 0 4	5 7 8	
1 0 9	.....	227 5 3	210 0 0	16 4 6	226 4 6	1 0 9	.....	7 1 2	6 10 7	
3 7 9	.....	153 2 9	120 0 0	38 11 0	158 11 0	.....	5 8 3	13 3 7	7 1 7	
6 14 0	.....	207 15 6	180 0 0	13 15 6	213 15 6	.....	6 0 0	9 11 7	5 3 7	
1 10 0	.....	126 5 6	120 0 0	9 0 0	129 0 0	.....	2 10 6	7 9 5	3 11 7	
0 14 0	.....	321 7 6	293 0 0	27 9 6	320 9 6	0 14 0	.....	10 11 0	9 14 1	
0 1 0	.....	190 0 6	174 0 0	15 15 6	189 15 6	0 1 0	.....	11 2 10	10 7 1	
1 8 9	.....	361 7 9	336 0 0	23 15 0	359 15 0	1 8 9	.....	3 2 1	2 12 9	
.....	0 2 6	222 14 0	191 0 0	31 14 0	222 14 0	.....	.....	5 13 10	5 7 4	
0 4 0	.....	143 5 6	144 0 0	35 12 3	179 12 3	.....	36 6 9	5 15 10	4 4 1	
0 4 0	.....	109 7 0	84 0 0	22 9 0	106 9 0	.....	6 2 0	3 5 3	2 14 5	
.....	.....	73 8 0	57 0 0	20 15 0	77 15 0	.....	4 7 0	4 9 4	4 0 11	
.....	.....	78 6 0	72 0 0	14 11 6	86 11 6	.....	8 5 6	6 10 9	5 13 3	
0 5 0	.....	61 12 6	54 0 0	9 11 6	63 11 6	.....	1 15 0	4 14 5	4 8 0	
0 4 0	.....	69 14 6	60 0 0	10 5 0	70 5 0	.....	0 6 6	5 6 6	4 13 4	
1 7 6	.....	94 10 6	60 0 0	33 3 0	93 3 0	1 7 6	.....	2 14 7	2 9 0	
.....	.....	63 11 3	60 0 0	3 11 3	63 11 3	.....	.....	10 9 10	10 3 10	
0 3 6	.....	65 7 6	60 0 0	5 15 3	65 15 3	.....	0 7 9	7 5 3	6 15 8	
1 7 9	.....	70 6 0	60 0 0	8 14 3	68 14 3	1 7 9	.....	6 4 2	5 10 1	
0 4 0	.....	67 5 0	60 0 0	7 1 0	67 1 0	0 4 0	.....	3 5 8	3 2 7	
.....	.....	67 13 0	57 0 0	10 15 0	67 15 0	.....	0 2 0	4 13 8	4 7 9	
0 4 0	.....	85 3 0	57 0 0	27 15 0	84 15 0	0 4 0	.....	9 7 0	8 11 11	
0 1 0	.....	73 4 0	57 0 0	19 12 6	76 12 6	.....	3 8 6	2 10 4	2 4 2	
0 5 6	.....	59 0 6	54 0 0	4 15 9	58 15 9	0 0 9	.....	11 12 9	11 5 4	
.....	.....	57 2 0	54 0 0	3 2 0	57 2 0	.....	2 10 2	5 3 1	5 0 2	
0 2 0	.....	60 10 6	54 0 0	9 4 8	63 4 8	.....		5 12 1	5 1 9	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Mandkee	1853	12	..	..	12	8	..	..	12	..	..	..	..	..	1 & ¼	48 12 0		..	.....	2 1 6
Ditto	Nimboot	1844	13	..	..	13	5	..	..	13	..	..	..	..	..	do.	65 1 0		..	.....	3 15 6
Ditto	Malshirus	1849	14	2	..	16	7	..	..	16	..	..	..	..	..	do.	55 5 0		..	.....	1 5 6
Ditto	Rakh	1853	12	1	..	13	7	..	..	13	..	..	..	..	..	do.	40 13 0		..	.....	0 13 6
Ditto	Pimpray	1854	13	1	..	14	7	..	..	14	..	..	..	..	..	do.	46 11 0		..	.....	4 9 3
Ditto	Shingapoor	1855	21	..	..	21	9	..	..	21	..	..	..	..	..	¼	51 3 6		..	.....	1 2 0
Ditto	Morgaom	1840	29	..	..	29	29	..	..	29	..	..	..	..	..	1 & ¼	85 5 6		..	.....	5 0 6
Ditto	Malegaom	1842	28	2	..	30	17	..	..	30	..	..	..	..	..	do.	102 4 6		..	.....	3 1 0
Ditto	Lonee	1838	19	1	..	20	10	..	..	20	..	..	..	..	..	do.	81 9 6		..	.....	2 11 6
Ditto	Mureom	1838	23	3	..	26	15	..	..	26	..	..	..	..	..	do.	73 1 9		..	.....	5 0 0
Ditto	Baboordee	1855	9	..	..	9	8	..	..	9	..	..	..	..	..	¼	61 4 0		..	.....	6 4 0
Ditto	Modway	1836	16	1	..	17	17	..	..	17	..	..	..	..	..	do.	51 6 0		..	.....	0 14 0
Ditto	Oondowdi	1849	19	..	..	19	15	..	..	19	..	..	..	..	..	1 & ½	62 15 6		..	.....	5 11 0
Ditto	Kurahtee	1840	15	1	..	16	9	..	..	16	..	..	..	..	..	½	55 8 6		..	.....	2 8 0
Ditto	Korahleh	1851	22	..	..	22	20	..	..	22	..	..	..	..	..	1 & ½	59 4 6		..	.....	7 1 0
Ditto	Decoolnaom	1853	14	..	..	14	12	..	..	14	..	..	..	..	..	do.	59 15 9		..	.....	2 15 0
Ditto	Wurgaom	1841	14	..	..	14	11	..	..	14	..	..	..	..	..	do.	52 14 6		..	.....	2 15 0
Ditto	Pandurch	1836	29	2	..	31	14	..	..	31	..	..	..	..	..	do.	68 14 1		..	.....	5 12 0
Ditto	Pimpree	1856	16	..	..	16	8	..	..	16	..	..	..	..	..	do.	48 3 4		..	.....	5 6 0
Ditto	Julgaom	1854	16	..	..	16	8	..	..	16	..	..	..	..	..	do.	48 3 0		..	.....	3 10 6
Ditto	Goolooncbey	1836	30	..	..	30	22	..	..	30	..	..	..	..	..	do.	65 0 0		..	.....	10 6 0
Ditto	Pandeshwer	1857	12	..	..	12	9	..	..	12	..	..	..	..	..	do.	53 12 0		..	.....	3 7 6
Ditto	Ambee	1838	18	..	..	18	13	..	..	18	..	..	..	..	..	½	62 14 6		..	.....	0 15 0
Ditto	Chopdaj	1837	15	..	..	15	8	..	..	15	..	..	..	..	..	do.	59 12 6		..	.....	3 13 0
Ditto	Kolevihirey	1849	4	..	..	4	6	..	..	4	..	..	..	..	..	do.	40 2 0		..	.....	.....
Ditto	Diway	1836	26	..	..	26	12	..	..	26	..	..	..	..	..	1 & ¼	76 9 0		..	24 0 0	2 4 0
Ditto	Dhunkooree	1856	6	..	..	6	5	..	..	6	..	..	..	..	..	¼	31 6 6		..	18 0 0	1 6 0
Ditto	Waghapoor	1856	21	..	..	21	15	..	..	21	..	..	..	..	..	1 & ¼	35 1 0		..	18 0 0	2 13 0
Ditto	Nyagaom	1849	14	..	..	14	14	..	..	14	..	..	..	..	..	½	8 0 0		..	2 0 0	0 5 0
Ditto	Supay (Khurd)	1856	12	..	..	12	6	..	..	12	..	..	..	..	..	do.	32 5 6		..	30 0 0	1 5 6
Ditto	(Female) Sassoor	1855	36	..	..	36	14	..	..	36	..	..	..	..	..	do.	55 14 0		..	.....	0 6 6
Ditto	Supay	1856	6	1	..	7	5	..	..	7	..	..	..	..	..	do.	37 1 6		..	.....	.....
Ditto	(Low Caste) Sassoor	1855	35	2	..	37	13	..	..	37	..	..	..	..	..	do.	53 5 0		..	.....	1 2 0
Ditto	Indapore	1836	71	1	..	72	41	..	..	72	..	..	..	..	..	¼ to 2	154 11 5		..	.....	21 11 0
Ditto	Baramuttee	1847	118	2	..	120	107	..	..	120	..	..	..	..	..	1	285 14 3		..	.....	66 3 9
Ditto	Pulusdeo	1855	47	..	..	47	31	..	..	47	..	..	..	..	..	1 & ¼	119 14 0		..	30 0 0	1 0 0
Ditto	Kallachiwadee	1855	24	..	..	24	16	..	..	24	..	..	..	..	..	do.	63 2 0		..	60 0 0	4 15 0
Ditto	Awut	1836	25	1	..	26	5	..	..	26	..	..	..	..	..	do.	64 6 0		..	60 0 0	5 14 0
Settara Collectorate.																					
Murathee School	Medhe	1855	36	2	..	38	37	..	..	38	..	..	..	..	..	1 & ¼	87 0 0		..	60 0 0	15 1 0

Charges.								Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	53 13 6	48 0 0	2 13 6	50 13 6	.....	.....	65 8 0	6 1 6	
0 2 0	.....	69 2 6	57 0 0	12 10 6	69 10 6	.....	0 8 0	13 14 11	13 0 2	
.....	.....	56 10 6	54 0 0	2 10 6	56 10 6	.....	.....	8 1 6	7 14 5	
1 2 6	.....	51 13 0	48 0 0	2 10 6	50 10 6	1 2 6	.....	7 3 9	7 1 10	
.....	.....	54 4 3	48 0 0	3 4 3	51 4 3	.....	.....	7 5 2	6 10 9	
.....	.....	52 5 6	48 0 0	4 5 6	52 5 6	.....	.....	5 13 1	5 11 1	
0 5 0	.....	90 11 0	84 0 0	6 6 0	90 6 0	0 5 0	.....	3 1 10	2 15 1	
0 11 6	.....	106 0 6	96 0 0	10 6 0	106 6 0	.....	0 5 6	6 4 1	6 0 3	
.....	.....	84 5 0	78 0 0	7 2 0	85 2 0	.....	0 13 0	8 8 2	8 2 7	
.....	.....	78 1 0	69 0 0	12 9 0	81 9 0	.....	3 8 9	5 7 1	4 13 11	
.....	.....	62 2 0	60 0 0	3 3 0	63 3 0	.....	1 6 0	7 15 0	7 11 9	
0 2 0	.....	52 6 0	48 0 0	5 0 0	53 0 0	.....	0 10 6	3 1 11	3 0 4	
.....	.....	68 10 6	60 0 0	10 4 0	70 4 0	.....	1 9 6	4 10 11	4 3 2	
0 9 0	.....	58 9 6	48 0 0	10 0 6	58 0 6	0 9 0	.....	6 7 2	6 2 9	
0 11 0	.....	67 0 6	54 0 0	13 3 2	67 3 2	.....	0 2 8	3 5 9	2 15 5	
.....	.....	62 14 9	60 0 0	2 14 9	62 14 9	.....	.....	5 3 11	5 0 0	
.....	.....	55 13 6	40 0 0	9 0 6	58 0 6	2 3 0	.....	5 4 5	4 12 11	
0 7 0	.....	75 1 1	48 0 0	26 10 1	74 10 1	0 7 0	.....	5 5 3	4 14 9	
.....	.....	53 9 4	48 0 0	5 0 4	53 0 4	.....	.....	6 11 2	6 0 5	
0 8 6	.....	52 6 0	48 0 0	3 13 6	51 13 6	0 8 6	.....	6 7 8	6 0 4	
0 0 9	.....	75 6 9	60 0 0	16 13 9	76 13 9	.....	1 7 0	3 7 10	2 15 3	
.....	.....	57 4 6	54 0 0	3 4 6	57 4 6	.....	.....	6 5 10	5 15 8	
.....	.....	63 13 6	60 0 0	3 13 6	63 13 6	.....	.....	4 14 7	4 13 5	
.....	.....	63 9 6	48 0 0	15 9 6	63 9 6	.....	.....	7 15 2	7 7 7	
.....	.....	40 2 0	37 15 0	2 3 0	40 2 0	.....	.....	6 11 0	6 11 0	Closed on the 1st March 1850 and transferred to Nyagnoon.
1 12 3	.....	104 9 3	96 0 0	5 5 6	101 5 6	3 3 9	.....	8 7 1	6 6 1	
.....	.....	50 12 6	48 0 0	1 6 6	49 6 6	6 6 0	.....	9 14 1	6 4 6	
0 2 0	.....	56 0 0	48 0 0	5 11 0	53 11 0	2 5 0	.....	3 9 3	2 5 5	
.....	.....	10 5 0	10 0 0	.....	10 0 0	0 5 0	.....	0 11 5	0 9 2	
.....	.....	63 11 0	60 0 0	2 5 6	62 5 6	1 5 6	.....	10 6 3	5 6 3	
.....	.....	56 4 6	84 0 0	9 0 0	93 0 0	.....	36 11 6	6 10 3	3 15 10	
1 15 3	.....	39 0 9	36 0 0	1 1 6	37 1 6	1 15 3	.....	7 12 8	7 6 8	
.....	.....	54 7 0	48 0 0	5 5 0	53 5 0	1 2 0	.....	4 1 7	4 1 7	
1 0 0	.....	177 6 5	150 0 0	26 6 5	176 6 5	1 0 0	.....	4 4 10	3 12 5	
8 8 0	15 5 6	375 15 6	282 0 0	85 7 6	367 7 6	8 8 0	.....	3 6 11	2 10 9	
.....	.....	228 14 0	180 0 0	30 14 0	210 14 0	.....	.....	6 12 10	3 13 10	
.....	.....	128 1 0	120 0 0	3 2 0	123 2 0	4 15 0	.....	7 11 1	3 15 1	
5 0 0	.....	133 4 0	120 0 0	4 9 0	124 9 0	8 11 0	.....	24 14 7	12 14 0	
4 11 9	.....	166 12 9	125 13 8	39 10 0	165 7 8	1 5 1	.....	4 7 7	2 5 7	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.									Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Marathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.			From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g		10	11	12	13	14	15
																		Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School, No. 1	Sattara	1828	73	..	1	74	60	..	..	74	..	..	..	..	..		As. 1	489 9 6	....	..	.....	40 15 0
Ditto No. 2	Ditto	1853	155	5	1	161	124	..	..	161	..	..	..	..	..		½,2,1, & ¼	315 5 8	....	..	.....	87 6 0
Ditto	Mahoolee	1854	33	..	..	33	33	..	..	33	..	..	..	..	..		1 & ½	92 15 0	....	..	60 0 0	10 3 0
Ditto	Dhawudshee	1856	24	..	..	24	20	..	..	24	..	..	..	..	..		do.	64 6 0	....	..	60 0 0	9 13 0
Ditto	Ruhimutpoor	1856	67	..	..	67	48	..	..	67	..	..	..	..	..		do.	138 11 6	....	..	120 0 0	.....
Ditto	Chimongaom	1856	23	..	..	23	17	..	..	23	..	..	..	..	..		do.	90 0 0	....	..	60 0 0	2 15 0
Ditto	Wagholee	1856	27	..	..	27	25	..	..	27	..	..	..	..	..		do.	86 11 0	....	..	60 0 0	3 2 0
Ditto	Pimpoday	1856	31	..	..	31	26	..	..	31	..	..	..	..	..		do.	65 7 6	....	..	60 0 0	2 12 0
Ditto	Mussoor	1855	68	..	..	68	50	..	..	68	..	..	..	..	..		do.	184 3 0	....	..	144 0 0	.....
Ditto	Oumraj	1855	56	2	..	57	35	..	..	57	..	..	..	..	..		do.	63 4 6	....	..	60 0 0	4 7 0
Ditto	Patton	1856	79	1	..	80	72	..	..	80	8	..	..	..	..		do.	227 2 0	....	..	186 0 0	4 10 0
Ditto	Chaphul	1856	30	..	..	30	27	..	..	30	..	..	..	..	..		do.	89 2 6	....	..	84 0 0	8 7 6
Ditto	Kalay	1855	37	2	..	39	25	..	..	39	..	..	..	..	..		do.	68 4 6	....	..	60 0 0	6 2 6
Ditto	Kasegaom	1855	32	..	..	32	24	..	..	32	1	..	..	..	..		do.	125 5 0	....	..	120 0 0	4 11 0
Ditto	Beleeday	1856	22	..	..	22	11	..	..	22	..	..	..	..	..		do.	63 15 6	....	..	72 0 0	5 11 6
Ditto	Tanduway	1856	35	1	..	36	22	..	..	36	..	..	..	..	..		do.	77 10 0	....	..	72 0 0	4 2 6
Ditto	Ashtay	1856	36	3	..	39	24	..	..	39	..	..	..	..	..		do.	157 12 6	....	..	120 0 0	6 3 0
Ditto	Vishlampoor	1855	76	4	..	80	72	..	..	80	..	..	..	..	..		do.	194 13 0	....	..	144 0 0	14 3 9
Ditto	Vitay	1854	20	..	..	20	21	..	..	20	..	..	..	..	..		do.	122 12 6	....	..	96 0 0	10 11 6
Ditto	Kudegaom	1854	35	5	..	40	27	..	..	40	..	..	..	..	..		do.	76 4 6	....	..	60 0 0	5 7 8
Ditto	Tarudgaom	1856	31	2	..	33	27	..	..	33	..	..	..	..	..		do.	115 7 0	....	..	192 0 0	8 2 0
Hindoostance School	Phultun	1856	..	19	..	19	18	..	19	..	..	..	..	..	..		do.	62 15 6	....	..	72 0 0	3 12 0
SOUTHERN DIVISION.																						
Superior Anglo-Ver. School	Dharwar	1848 / 1859	71	4	11	86	52	..	..	30	86	..	..	48	..		As. 6	97 0 0	....	..	200 0 0	87 0 0
Ditto	Rutnagherry	1845	78	2	1	81	54	..	..	..	81	..	..	..	..		Rs. 1 & ½	1,460 7 0	....	..	.....	643 8 0
Inferior Ditto	Belgaum	1830	100	3	..	103	99	..	..	103	..	..	..	..	..		As. ½,1,3/4 & 4	603 4 6	....	..	*225 14 0	94 2 9
Ditto Ditto	Tasgaum†	1856	67	1	..	68	71	..	..	68	3	..	..	..	..		½, 1, 3	142 7 6	....	..	144 0 0	31 0 0
Ditto Ditto	Hooblee	1826	128	1	..	129	124	..	..	129	15	..	..	..	..		do. 3/4 & 4	359 1 0	....	..	.....	79 3 3
Ditto Ditto	Dharwar	1826	113	3	..	116	107	..	..	116	2	..	..	..	..		do.	484 6 6	....	..	.....	97 4 6
Ditto Ditto	Beejapore	1853	84	4	..	88	64	..	..	88	6	..	..	..	..		½, 1, 2, 3	277 10 0	....	..	.....	67 8 6
Belgaum Collectorate.																						
Murathee School	Gokak	1840	53	3	..	56	47	..	..	56	..	..	..	..	..		As. ½, & 1	135 1 0	....	..	135 0 0	36 6 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
1 8 0	.....	532 0 6	402 0 0	68 8 6	530 8 6	1 8 0	.....	8 13 6	8 2 7	
.....	.....	402 11 8	322 10 8	80 0 0	402 10 8	.....	.....	3 4 0	2 8 8	
0 15 9	0 3 0	164 4 9	120 0 0	41 6 6	161 6 6	2 14 3	.....	4 14 3	2 13 1	
.....	.....	134 3 0	120 0 0	12 8 0	132 8 0	1 11 0	.....	6 10 0	3 3 6	
3 2 3	.....	281 13 9	240 0 0	38 11 6	278 11 6	3 2 3	.....	5 12 11	3 4 11	
.....	.....	152 15 0	120 0 0	32 4 0	152 4 0	0 11 0	.....	8 15 4	5 4 8	
.....	.....	149 13 0	120 0 0	26 11 0	146 11 0	3 2 0	.....	4 3 1	2 7 8	
.....	.....	128 3 6	120 0 0	5 7 6	125 7 6	2 12 0	.....	3 7 9	1 13 1	
1 8 0	.....	320 11 0	288 0 0	40 3 0	328 3 0	1 8 0	.....	6 9 0	3 10 11	
0 2 0	.....	127 13 6	120 0 0	7 4 6	127 4 6	0 9 0	.....	3 10 2	1 12 11	
8 3 3	.....	425 15 3	372 0 0	45 4 6	417 4 6	8 10 9	.....	5 12 9	3 2 6	
0 4 3	.....	181 14 3	168 0 0	13 4 6	181 4 6	0 9 9	.....	6 11 5	3 4 10	
.....	.....	134 7 0	120 0 0	12 4 6	132 4 6	2 2 6	.....	5 4 8	2 11 8	
.....	.....	250 0 0	240 0 0	5 5 0	245 5 0	4 11 0	.....	10 3 6	5 3 6	
0 10 6	.....	142 5 6	132 0 0	13 10 6	145 10 6	.....	3 5 0	13 3 10	5 13 1	
3 12 6	.....	157 9 0	144 0 0	10 13 9	154 13 9	2 11 3	.....	7 0 7	3 8 5	
.....	.....	277 15 6	240 0 0	37 12 6	277 12 6	0 3 0	.....	6 5 0	3 9 4	
6 5 9	0 6 0	359 12 6	288 0 0	51 6 9	339 6 9	20 5 9	.....	4 11 5	2 11 3	
.....	.....	229 7 6	192 0 0	28 8 9	220 8 9	8 14 9	.....	10 8 0	5 13 6	
0 14 0	0 12 6	145 7 0	108 0 0	32 1 0	140 1 0	5 6 0	.....	5 3 0	2 14 5	
2 5 11	.....	227 14 11	192 0 0	26 5 0	218 5 0	9 9 11	.....	8 1 4	4 4 5	
.....	.....	138 11 6	132 0 0	3 9 6	135 9 6	3 2 0	.....	7 8 6	3 8 0	
.....	.....	384 0 0	297 0 0	16 0 0	313 0 0	71 0 0	.....	6 0 3	6 10 4	
.....	.....							28 1 2	27 0 0	
.....	.....	2,103 15 0	1,440 0 0	76 0 9	1,516 0 9	587 14 3	.....			
.....	.....	923 5 3	601 0 0	61 8 6	662 8 6	260 12 9	.....	6 11 0	6 1 6	* This amount has been collected from the people towards the support of the two Government schools in the town.
.....	.....	317 7 6	254 0 0	48 15 6	302 15 6	14 8 0	.....	4 4 3	2 0 1	† A new school-house room has been built, but the funds were raised in the official years 1857-58 and 1858-59.
.....	.....	438 4 3	348 10 8	29 2 6	377 13 2	60 7 1	.....	3 0 9	2 14 3	
.....	.....	581 11 0	474 5 8	34 6 6	508 12 2	72 14 10	.....	4 12 0	4 8 5	
.....	.....	345 2 6	290 8 6	8 4 0	298 12 6	46 6 0	.....	4 10 8	4 5 4	
.....	.....	306 7 0	256 8 6	33 1 0	289 9 6	16 13 6	.....	6 2 7	2 13 11	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.									Monthly Rate of School-ing Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzrathee.	Hindoostanee.	Mhrathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.			From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g	10	11	12	13	14	15
																As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Mrathee School	Sunkeshwer	1836	32	2	..	34	44	..	..	34	..	..	..	..	..	½, 1	120 4 0	.....	..	138 0 0	31 9 6
Canarese ditto	Belgaum	1838	63	7	..	72	60	..	..	..	..	..	..	72	..	½, 1, 3	230 1 6	.....	..	.....	51 0 6
Ditto	Somoduttee	1838	120	2	..	122	123	..	..	122	..	..	..	122	..	½, 1	98 6 6	.....	..	102 0 0	70 11 0
Ditto	Byl Hongul	1838	66	1	..	67	73	..	..	67	..	..	..	67	..	do.	190 1 6	.....	..	.....	43 1 6
Ditto	Gokak	1836	23	..	..	23	17	..	..	23	..	..	..	23	..	do.	76 6 0	.....	..	82 0 0	12 6 6
Mrathee ditto	Sudulga	1841	99	2	..	101	86	..	..	101	..	..	..	..	..	do.	185 4 0	.....	..	.....	42 14 6
Canarese ditto	Hookeree	1854	77	3	..	80	78	..	..	80	..	..	..	80	..	do.	96 14 6	.....	..	84 0 0	40 10 6
Mrathee ditto	Checkoree	1855	72	2	..	74	68	..	..	74	..	..	..	74	..	do.	108 9 0	.....	..	105 3 0	38 10 0
Canarese ditto	Bagulkota	1856	74	1	..	75	71	..	..	75	..	..	..	75	..	do.	202 15 6	.....	..	189 8 6	48 7 6
Mrathee ditto	Neepanee	1856	60	1	..	61	65	..	..	61	..	..	..	61	..	do.	120 0 0	.....	..	138 0 4	58 9 6
Canarese ditto	Hoonsgoonda	1856	39	1	..	40	35	..	..	40	..	..	..	40	..	do.	82 3 6	.....	..	319 0 0	18 11 6
Ditto	Moorgoor	1856	55	..	..	55	62	..	..	55	..	..	..	55	..	do.	79 13 0	.....	..	81 0 0	40 3 6
Ditto	Badamee	1856	27	..	..	27	24	..	..	27	..	..	..	27	..	do.	79 8 0	.....	..	84 0 0	11 10 6
Ditto	Hutnee	1856	51	..	..	51	39	..	..	51	..	..	..	51	..	do.	72 0 0	.....	..	86 0 0	23 4 6
Ditto	Kittoor	1856	106	6	..	112	82	..	..	112	..	..	..	112	..	do.	92 8 6	.....	..	90 2 7	65 13 6
Ditto	Sumpgaum	1838	38	2	..	40	40	..	..	40	..	..	..	40	..	do.	69 6 0	.....	..	75 0 0	26 11 6
Ditto	Beeree	1838	70	..	..	70	66	..	..	70	..	..	..	70	..	do.	74 3 6	.....	..	90 0 0	33 5 3
Mrathee ditto	Khanapoor	1843	53	..	..	53	44	..	..	53	..	..	..	53	..	do.	68 4 6	.....	..	67 8 0	32 10 6
Canarese ditto	Eetgee	1844	27	..	..	27	25	..	..	27	..	..	..	27	..	do.	143 7 6	.....	..	.....	18 1 6
Mrathee ditto	Jumbotee	1849	48	1	..	49	25	..	..	49	..	..	..	49	..	do.	65 7 6	.....	..	72 0 0	13 7 9
Canarese ditto	Belowuddee	1846	37	1	..	38	20	..	..	38	..	..	..	38	..	do.	62 8 0	.....	..	72 7 9	11 6 0
Ditto	Anuntpoor	1856	31	8	..	39	52	..	..	39	..	..	..	39	..	do.	68 12 0	.....	..	605 14 0	25 12 0
Ditto	Koslutee Peth Purwuttee	1856	31	1	..	32	30	..	..	32	..	..	..	32	..	do.	53 10 0	.....	..	63 0 0	13 2 0
Ditto	Khanapoor Purwuttee	1856	49	1	..	50	42	..	..	50	..	..	..	50	..	do.	56 4 6	.....	..	63 0 0	18 7 6
Ditto	Padshapoor	1856	46	4	..	50	35	..	..	50	..	..	..	50	..	do.	66 4 0	.....	..	71 8 0	32 3 6
Ditto	Yardwar	1856	38	3	..	41	34	..	..	41	..	..	..	41	..	do.	65 11 0	.....	..	64 0 0	19 3 0
Ditto	Beelgee	1856	45	3	..	48	39	..	..	48	..	..	..	48	..	do.	78 7 0	.....	..	79 11 3	25 1 6
Dharwar Collectorate.																					
Canarese School	Dharwar	1835	85	7	..	92	85	..	..	..	..	..	..	92	..	½, 1, 3½, 4	196 15 0	.....	..	.....	70 13 3
Ditto	Ranebehnoor	1838	100	5	..	105	85	..	..	..	..	..	..	105	..	¼, 1	102 3 0	.....	..	107 8 0	55 3 0
Ditto	Nowlgoond	1844	66	8	..	74	47	..	..	74	..	..	..	74	..	½, 1, 3½, 4	188 14 0	.....	..	.....	38 6 6
Ditto	Seegaum	1855	52	6	..	58	49	..	..	58	..	..	..	58	..	½, 1	102 7 0	.....	..	108 0 0	42 1 3
Ditto	Hawehree	1856	92	6	..	98	72	..	..	98	..	..	..	98	..	do.	81 4 0	.....	..	91 0 0	41 13 0
Ditto	Gudnk	1856	72	9	..	81	83	..	..	81	..	..	..	81	..	do.	80 11 0	.....	..	96 0 0	50 2 0
Ditto	Hooblee	1835	81	13	..	94	74	..	..	94	..	..	..	94	..	do.	163 2 0	.....	..	.....	51 14 6
Ditto	Haugul	1844	84	4	..	88	77	..	..	88	..	..	..	88	..	do.	64 11 0	.....	..	72 0 0	44 14 0
Ditto	Misreecota	1846	73	13	..	86	74	..	..	86	..	..	..	86	..	do.	69 11 0	.....	..	78 0 0	42 7 6
Ditto	Morab	1846	45	5	..	50	50	..	..	50	..	..	..	50	..	do.	67 15 6	.....	..	70 3 6	30 13 9

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	280 13 6	240 0 0	18 4 0	258 4 0	31 9 6	.....	5 13 10	2 11 9	
.....	.....	281 2 0	230 0 0	23 1 6	253 1 6	28 0 6	.....	4 3 5	3 13 4	
.....	.....	271 1 6	198 0 0	53 6 6	251 6 6	19 11 0	.....	2 0 8	0 12 9	
.....	.....	203 3 0	200 1 0	10 1 6	210 2 6	23 0 6	.....	2 14 1	2 9 7	
.....	.....	170 12 6	144 0 0	17 6 0	161 6 0	9 6 6	.....	2 7 10	4 7 10	
.....	.....	228 2 6	180 0 0	8 8 0	188 8 0	39 10 6	.....	2 3 0	2 2 5	
.....	.....	221 9 0	144 0 0	39 14 6	183 14 6	37 10 6	.....	2 5 8	1 3 10	
.....	.....	252 6 0	200 8 6	38 4 0	238 12 6	13 9 6	.....	3 8 2	1 9 6	
.....	.....	440 15 6	360 0 0	32 8 0	392 8 0	48 7 6	.....	5 8 5	2 13 8	
.....	.....	296 9 4	260 14 5	18 0 4	278 14 9	17 10 7	.....	4 4 7	1 13 6	
.....	.....	419 15 0	144 0 0	257 3 6	401 3 6	18 11 6	.....	11 7 5	2 5 7	
.....	.....	201 6 6	144 0 0	18 15 0	162 15 0	38 1 6	.....	2 10 0	1 4 7	
.....	.....	175 2 6	144 0 0	19 8 0	163 8 0	11 10 6	.....	6 13 0	3 5 0	
.....	.....	181 4 0	144 0 0	14 0 0	158 0 0	23 4 0	.....	4 0 9	1 13 6	
.....	.....	248 8 7	144 0 0	38 11 1	182 11 1	65 13 6	.....	2 3 7	1 1 11	
.....	.....	171 1 0	120 0 0	24 6 0	144 6 0	26 11 0	.....	3 9 9	1 15 9	
.....	.....	197 8 9	140 9 7	44 3 6	184 13 1	12 11 8	.....	2 12 9	1 1 11	
.....	.....	168 7 0	120 0 0	18 10 6	138 10 6	29 12 6	.....	3 2 5	1 8 9	
.....	.....	161 9 0	138 0 0	13 13 11	151 13 11	9 11 1	.....	6 1 2	5 11 9	
.....	.....	150 15 3	120 0 0	17 7 6	137 7 6	13 7 9	.....	5 7 11	2 9 10	
.....	.....	146 5 9	120 0 0	17 0 9	137 0 9	9 5 0	.....	6 13 7	3 2 6	
.....	.....	700 6 0	120 0 0	556 12 0	676 12 0	23 10 0	.....	13 9 2	1 5 1	
.....	.....	129 12 0	96 0 0	20 10 0	116 10 0	13 2 0	.....	3 14 2	1 12 7	
.....	.....	137 12 0	96 0 0	25 4 6	121 4 6	16 7 6	.....	2 14 2	1 5 5	
.....	.....	169 15 6	120 0 0	17 12 0	137 12 0	32 3 6	.....	3 14 11	1 14 3	
.....	.....	148 14 0	96 0 0	36 11 0	132 11 0	16 3 0	.....	3 14 5	1 14 10	
.....	.....	183 3 9	120 0 0	41 2 3	161 2 3	22 1 6	.....	4 2 1	2 0 2	
.....	.....	267 12 3	199 0 0	22 15 0	221 15 0	45 13 3	.....	2 9 9	2 5 6	
.....	.....	262 14 0	200 6 4	29 11 0	230 1 4	32 12 8	.....	2 11 3	1 3 2	
.....	.....	227 4 6	192 13 2	8 14 0	201 11 2	25 9 4	.....	4 4 8	4 0 3	
.....	.....	252 8 3	180 0 0	30 7 0	210 7 0	42 1 3	.....	4 4 8	2 3 5	
.....	.....	214 1 0	150 0 0	23 4 0	173 4 0	41 13 0	.....	2 6 3	1 2 0	
.....	.....	226 13 0	144 0 0	35 9 0	179 9 0	47 4 0	.....	2 2 7	0 15 6	
.....	.....	215 0 6	174 0 0	16 2 0	190 2 0	24 14 6	.....	2 9 1	2 3 3	
.....	.....	181 9 0	120 0 0	17 7 0	137 7 0	44 2 0	.....	1 12 6	0 13 5	
.....	.....	190 2 6	120 0 0	31 14 2	151 14 2	38 4 4	.....	2 0 10	0 15 0	
.....	.....	178 0 9	120 0 0	27 3 0	147 3 0	30 13 9	.....	2 15 1	1 5 9	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.								Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzerathee.	Hindoostanee.	Murathee.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	9F	9G	10	11	12	13	14	15
																As.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Canarese School	Bunkapoor	1848	67	8	..	75	81	..	..	75	..	..	..	75	..	¼ & 1	69 3 6	....	..	78 0 0	35 10 3
Ditto	Kulghutgee	1848	61	12	..	73	55	..	..	73	..	..	..	73	..	do.	69 2 6	....	..	78 0 0	26 5 0
Ditto	Ruttesha ee	1850	16	2	..	18	25	..	..	18	..	..	..	18	..	do.	68 2 0	....	..	65 10 0	13 10 6
Ditto	Turrus	1846	38	3	..	41	47	..	..	41	..	..	..	41	..	do.	68 7 0	....	..	72 0 0	22 2 6
Ditto	Bessilgee	1846	27	1	..	28	26	..	..	28	..	..	..	28	..	do.	54 4 0	....	..	63 0 0	16 2 6
Ditto	Kagnellee	1850	22	..	..	22	15	..	..	22	..	..	..	22	..	do.	62 8 0	....	..	74 6 6	10 3 0
Sholapoor Collectorate.																					
Murathee School	Herpurgeh	1848	37	3	..	40	38	..	..	40	..	..	..	..	..	¼, 1, 3	155 2 0	....	..	.....	23 0 0
Ditto	Almeda	1846	23	3	..	26	18	..	..	26	..	..	..	..	..	do.	151 12 0	....	..	.....	13 15 9
Ditto	Shindugee	1846	47	7	..	54	52	..	..	54	..	..	..	54	..	do.	150 0 0	....	..	.....	25 12 9
Ditto	Churchun	1846	69	4	..	73	66	..	..	73	..	..	..	73	..	do.	151 12 0	....	..	.....	42 5 0
Ditto	Moodeh-hal	1846	29	5	..	34	30	..	..	34	..	..	..	34	..	do.	152 0 0	....	..	.....	18 13 3
Ditto	Mungolee	1847	40	4	..	44	45	..	..	44	..	..	..	44	..	do.	151 14 0	....	..	.....	25 6 6
Ditto	Pagehwarree	1848	38	3	..	41	34	..	..	41	..	..	..	..	..	do.	130 0 0	....	..	.....	24 2 6
Ditto	Indee	1849	34	7	..	41	48	..	..	41	..	..	..	41	..	do.	151 14 0	....	..	.....	28 13 0
Canarese ditto	Toombgee	1856	24	..	..	24	22	..	..	24	..	..	..	24	..	¼ & 1	60 0 0	....	..	72 0 0	13 4 6
Rutnagherry Collectorate.																					
Murathee School	No. 1. Rutnagherry	1826	171	15	1	187	126	..	..	187	..	..	..	..	..	1	597 15 4	....	..	.....	125 5 0
Ditto	No. 2. Rutnagherry	1826	278	8	..	286	169	..	..	286	..	..	..	..	..	do.	510 4 9	....	..	.....	166 10 0
Ditto	Rajapoor	1830	85	..	..	85	56	..	..	85	..	..	..	..	..	do.	158 1 10	....	..	.....	57 10 0
Ditto	Chiploon	1830	172	7	..	179	124	..	..	179	..	..	..	..	..	do.	383 13 2	....	..	.....	123 4 0
Ditto	Moorood	1834	77	..	..	77	67	..	..	77	..	..	..	..	..	do.	154 2 10	....	..	.....	55 15 0
Ditto	Dabhol	1834	153	7	..	160	126	..	..	160	..	..	..	..	..	do.	295 8 1	....	..	.....	105 13 0
Ditto	Goolagur	1837	117	..	..	117	100	..	..	117	..	..	..	..	..	do.	165 13 11	....	..	.....	75 8 0
Ditto	Malwan	1841	203	2	..	207	148	..	..	207	..	..	..	..	..	do.	276 4 0	....	..	.....	145 2 0
Ditto	Harnee	1843	111	3	..	114	63	..	..	114	..	..	..	..	..	do.	191 14 10	....	..	.....	66 13 0
Ditto	Someshwer	1843	28	7	..	35	21	..	..	35	..	..	..	..	..	do.	128 4 6	....	..	.....	25 7 0
Ditto	Khed	1843	72	1	..	73	51	..	..	73	..	..	..	..	..	do.	156 3 0	....	..	.....	52 10 0
Ditto	Palgud	1844	74	..	..	74	30	..	..	74	..	..	..	..	..	do.	110 0 0	....	..	.....	34 13 0
Ditto	Vingorla	1844	131	1	2	134	102	..	..	134	..	..	..	..	..	do.	165 6 6	....	..	.....	88 10 0
Ditto	Pawas	1847	60	..	..	60	53	..	..	60	..	..	..	..	..	do.	132 5 6	....	..	.....	45 1 0
Ditto	Jalgaum	1847	69	..	..	69	52	..	..	69	..	..	..	..	..	do.	132 3 0	....	..	.....	49 7 0
Ditto	Pulshett	1848	37	..	..	37	27	..	..	37	..	..	..	..	..	do.	129 1 0	....	..	.....	26 14 0
Ditto	Anjunwel	1849	61	7	..	68	56	..	..	68	..	..	..	..	..	do.	133 12 0	....	..	.....	47 7 0
Ditto	Mulgoond	1851	106	..	..	106	79	..	..	106	..	..	..	..	..	do.	230 2 6	....	..	.....	69 3 0
Ditto	Sheepeshee	1855	49	..	..	49	30	..	..	49	..	..	..	..	..	do.	65 10 0	....	..	.....	22 15 0
Ditto	Dewrook	1856	93	..	..	93	53	..	..	93	..	..	..	..	..	do.	97 10 6	....	..	90 0 0	44 11 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	182 13 9	138 8 6	27 8 0	166 0 6	16 13 3	.....	2 0 9	0 13 8	
.....	.....	173 7 6	123 5 8	27 2 6	150 8 2	22 15 4	.....	2 11 9	1 4 1	
.....	.....	147 6 6	120 0 0	16 12 0	136 12 0	10 10 6	.....	5 7 6	2 11 7	
.....	.....	162 9 6	120 0 0	20 7 0	140 7 0	22 2 6	.....	2 15 9	1 7 3	
.....	.....	133 6 6	96 0 0	21 4 0	117 4 0	16 2 6	.....	4 8 1	2 1 4	
.....	.....	147 1 6	120 0 0	16 14 6	136 14 6	10 3 0	.....	9 2 0	4 2 8	
.....	.....	178 2 0	150 0 0	5 2 0	155 2 0	23 0 0	.....	4 1 3	4 1 3	
.....	.....	165 11 9	150 0 0	1 12 0	151 12 0	13 15 9	.....	8 6 10	8 6 10	
.....	.....	175 12 9	150 0 0	.....	150 0 0	25 12 9	.....	2 14 1	2 14 1	
.....	.....	194 1 0	150 0 0	1 12 0	151 12 0	42 5 0	.....	2 4 9	2 4 9	
.....	.....	170 13 3	150 0 0	5 15 3	155 15 3	14 14 0	.....	5 3 2	5 1 0	
.....	.....	177 4 6	150 0 0	1 14 0	151 14 0	25 6 6	.....	3 6 0	3 6 0	
.....	.....	154 2 0	126 0 0	4 6 0	130 6 0	24 2 0	.....	3 13 2	3 13 2	
.....	.....	180 11 0	150 0 0	4 1 0	154 1 0	26 10 0	.....	3 3 4	3 2 7	
.....	.....	145 4 6	120 0 0	12 0 0	132 0 0	13 4 6	.....	6 0 0	2 11 7	
.....	.....	723 4 4	596 6 4	58 2 3	654 8 7	68 11 9	.....	5 3 1	4 11 11	
.....	.....	676 14 9	527 2 9	78 7 4	605 10 1	71 4 8	.....	3 3 4	3 0 4	
.....	.....	215 11 10	170 6 4	36 1 1	206 7 5	9 4 5	.....	3 11 0	2 13 2	
.....	.....	507 1 2	392 1 8	48 8 3	440 9 11	66 7 3	.....	3 8 10	3 1 6	
.....	.....	190 1 10	121 15 10	38 11 2	160 11 0	29 6 10	.....	2 6 4	2 0 0	
.....	.....	371 5 1	293 4 6	43 15 8	337 4 2	34 0 11	.....	2 10 10	2 1 9	
0 2 0	.....	341 7 11	267 13 5	51 4 1	319 1 6	22 6 5	.....	3 3 1	2 10 6	
.....	.....	421 6 0	326 8 0	72 1 0	398 9 0	22 13 0	.....	2 11 1	1 13 10	
.....	.....	258 11 10	208 0 6	27 5 9	235 6 3	23 5 7	.....	3 11 9	3 0 9	
.....	.....	153 11 6	122 8 0	25 7 3	147 15 3	5 12 3	.....	7 0 9	6 1 9	
.....	.....	208 13 0	146 8 0	32 9 9	179 1 9	29 11 3	.....	3 8 2	3 1 0	
.....	.....	144 13 6	110 0 0	26 9 3	136 9 3	8 4 3	.....	4 8 10	3 1 8	Closed on the 31st March 1859.
0 2 0	.....	254 4 6	194 8 0	41 0 0	235 8 0	18 12 6	.....	2 4 11	1 9 11	
.....	.....	177 6 6	148 5 2	23 15 4	172 4 6	4 2 0	.....	3 4 0	2 7 11	
.....	.....	181 10 0	122 8 0	32 11 6	155 3 6	26 6 6	.....	2 15 9	2 8 8	
.....	.....	155 15 0	122 8 0	34 4 9	156 12 9	.....	0 13 9	5 12 11	4 12 6	
.....	.....	181 3 0	122 8 0	24 2 7	146 10 7	34 8 5	.....	2 9 11	2 6 3	
.....	.....	200 5 6	212 8 0	30 11 0	242 8 11	30 12 7	.....	3 5 2	2 14 7	
.....	.....	156 7 1	120 0 0	13 8 1	133 8 1	22 15 0	.....	4 7 2	2 3 0	
.....	.....	222 5 6	180 0 0	7 10 6	187 10 6	44 11 0	.....	3 8 7	1 13 6	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.									Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		Guzeratthee.	Hindoostanee.	Marattah.	English.	Portuguese.	Sanscrit.	Canarese.	Arabic.			From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	9e	9f	9g		10	11	12	13	14	15
																	As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Marathee School	Arowlee and Sheerowda	1857	69	1	..	70	51	..	..	70	..	..	..	..	..		1	130 7 6	....	..	120 0 0	43 7 0
Ditto	Kochre	1857	39	..	..	39	29	..	..	39	..	..	..	..	..		do.	96 11 6	....	..	96 13 3	27 10 0
Ditto	Achre	1857	20	2	..	22	33	..	..	22	..	..	..	..	..		do.	118 14 6	....	..	116 9 2	30 10 0
Ditto	Dewle	1857	63	..	..	63	33	..	..	63	..	..	..	..	..		do.	96 11 6	....	..	90 0 0	27 5 0
Ditto	Ayeeneeta	1857	59	..	..	59	47	..	..	59	..	..	..	..	..		do.	98 7 0	....	..	96 0 0	43 9 0
Ditto	Vellas	1857	29	..	..	29	21	..	..	29	..	..	..	..	..		do.	64 8 6	....	..	72 0 0	17 2 0
Ditto	Bankote	1857	37	4	..	41	33	..	..	41	..	..	..	..	..		do.	97 5 6	....	..	100 0 0	32 5 0
Ditto	Veahwee	1857	33	..	..	33	23	..	..	33	..	..	..	..	..		do.	124 73 6	....	..	130 11 9	19 1 0
ADEN.																						
English School	Aden	1857	45	38	25	108	68	..	9	31	40	..	..	..	..	19	Rs. 1, ½, ¼, ⅛	6,961 10 0	....	..	.....	163 8 0

			Charges.					Annual Cost of Educating each Pupil.		Remarks.
ale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	293 14 6	245 8 0	10 9 6	256 1 6	37 13 0	.....	5 0 4	2 8 11	
.....	.....	221 2 9	180 0 0	14 4 9	194 4 9	26 14 0	.....	6 11 2	3 5 4	
.....	.....	266 1 8	220 0 0	15 14 7	235 14 7	30 3 1	.....	7 2 5	3 9 8	
.....	.....	214 0 6	180 0 0	12 9 9	192 9 9	21 6 9	.....	5 13 5	2 14 10	
.....	.....	238 0 0	180 0 0	17 11 9	197 11 9	40 4 3	.....	4 3 4	2 1 6	
.....	.....	153 10 6	120 0 0	16 8 6	136 8 6	17 2 0	.....	6 8 0	3 1 2	
.....	.....	229 10 6	180 0 0	18 7 11	198 7 11	31 2 7	.....	6 0 3	2 15 2	
.....	.....	274 10 3	240 0 0	16 5 9	256 5 9	18 4 6	.....	11 2 4	5 6 10	
91 5 0	19 9 0	6,636 0 0	6,617 6 8	.....	6,617 6 8	18 9 4	.....	97 5 0	93 8 0	

TABLE 4.

Private Colleges and Collegiate Institutions open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the close of the Year.		Monthly Rate of Schooling Fee.	Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
None.																									

TABLE 5.

Private Schools of the higher class open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.				Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Sanscrit.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
												As.	Rs.	Rs.		Rs.	Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Parsee Benevolent Institution,	Fort, Bombay.	1849	....	363	263	626	500	307	..	56	..	..	2,700*	22,349	..	....	.....	....	....	25,049 0 0	17,062 10 4	425 6 7	17,488 0 11	7,560 15 1	..	25 12 8	3 15 8	* This sum is the proportion (180 shares out of 400) devoted to the Bombay schools of the Institution, out of Rs. 6,000, which latter sum is equal to the difference betwixt four and six per cent. on Sir Jamsetjee Jeejeebhoy's cash endowment of three Lakhs of Rupees; and is contributed in accordance with Sir Jamsetjee Jejeebhoy's letter to the Bombay Government, dated 14th February 1844, para. 4, and the Honorable Court's sanction, conveyed in their despatch to the Bombay Government, No. 34, dated 21st August 1844, para. 7. N.B.—The receipts and expenditure of the other schools of the Institution, given in Table 6, are included in these sums.
English School.†	Belgaum.	1850	72	2	1	75	50	75	75	..	10	8	....	....	..	4,020	280 8 0	....	....	4,309 8 0	2,724 0 0	43 1 6	2,767 1 6	1,542 6 6	..	55 5 3	.....	† This school is entirely supported by the Jagheerdars and Inamdars of the Southern Maratha Country.

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Gujerathee.	Sanscrit.	Hindoostanee.	Persian.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14
															Rs. a. p.	Rs. a. p.		Rs. a. p.
Madrees Zarthosti	Nowsary	1856	..	..	273	273	225	71	..	202	..	..	..	..	....	424 1 11	..	1087 9 0
English School belonging to Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution.	Surat	1852	..	..	146	146	120	146	..	..	..	..	..	..	325* 0 0	4,101 9 0	..	....
Vernacular Schools ditto	Surat	1850	..	..	120	120	95	..	..	120	..	..	..	..				
	Ditto	1850	..	..	95	95	75	..	..	95	..	..	..	..	75* 0 0	585 15 0	..	....
	Ditto	1850	..	..	82	82	69	..	..	82	..	..	..	..				
	Ditto	1850	..	..	55	55	38	..	..	55	..	..	..	..	55* 0 0	1,371 14 0	..	....
	Broach	1850	..	..	135	135	90	..	..	135	..	..	..	..				
	Nowsary	1849	..	..	16	16	10	..	..	16	..	..	..	..				
	Oodwara	1849	..	..	70	70	50	..	..	70	..	..	..	..	3 0* 0 0	2,343 12 0	..	....
	Billimora	1849	..	..	31	31	23	..	..	31	..	..	..	..				
	Bulsar	1854	..	..	41	41	32	..	..	41	..	..	..	..				
	Turrapore	1852	..	..	..	52	21·4	32	..	..	..	..	..	..	42 7 3	....	..	....
Sanscrit Pathsala of Soorastra	Junagur	1854	32	..	..	32	21·4	..	..	..	..	..	32	..	71 7 0	....	..	....
Persian Mactab	Ditto	1854	3	16	..	19	10·2	..	..	..	..	..	..	..	....	....	..	....
Canyashala	Ditto	1857	7	..	..	7	3·3	..	..	..	..	..	..	..	....	....	..	....
Girls' School	Bhownuggur	1857	73	1	..	76	54·8	..	..	76	..	..	..	..	206 0 0	....	..	....
Rao Bahadoor Muggunbhai's Girls' School No. 1	Ahmedabad	1851	129	3	..	142	58·4	..	..	142	..	..	..	..	....	256 8 11	..	....
Ditto ditto No. 2	Ditto	1852	45	..	..	45	19·1	..	..	45	..	..	..	..	....	147 3 3	..	....
Nek Namdar Sukhnwati Bahadoor Sheiani Bureoovebai's Girls' School	Ditto	1849	158	5	..	143	54·9	..	..	143	..	..	..	..	....	249 3 6	..	....
Vernacular Regimental School belonging to the Guzerat Irregular Horse	Ditto	1845	50	15	..	65	..	..	..	60	..	..	..	..	120 0 0	....	..	294 0 0
Persian ditto ditto			..	41	..	41	100	..	..	..	..	..	41	..				
Sir Jamsetjee Jejeebhoy's Branch English School	Mumbadevee	1856	..	..	105	105	85	84	..	21	..	..	..	..	....	....	..	....
Ditto Female School No. 1	Bombay.																	
Ditto No. 2	Fort Bombay	1856	..	..	123	123	90	..	..	123	..	..	..	..	....	....	..	....
Ditto No. 3	Chuneewadee	1856	..	..	184	184	125	..	..	184	..	..	..	..	....	....	..	....
	Mumbadevee	1856	..	..	105	105	80	..	..	105	..	..	..	..	....	....	..	....
Fort Gusserathee School	Bombay	1859	13	2	24	39	29	..	..	39	..	..	..	Rs. 1	....	....	..	....
Framjee Nusserwanjee School	Khetwadee	1858	..	..	39	39	30	..	..	39	..	..	..	As. 4	....	....	..	65 10 6
Marathee School	Khandala	1859	2	4	..	6	6	..	6	..	..	..	..	As. 8, & 2	....	....	..	35 7 9
Female Schools Nos. 1, 2, & 3	Poona	1851	103	5	..	108	120	..	108	..	..	..	..	..	909 0 0	....	..	415 0 0
		1852																
		1853																
Low caste Schools Nos. 1, 2, 3	Ditto	1854	157	11	4	172	125	..	192	..	..	..	..	..	570 10 8	....	..	1264 4 0
		1856																
Marathee Infant School connected with the Government School, No. 1	Ditto	..	25	1	..	26	17	8	26	..	..	..	..	Rs. 1 As. 8 As. 4	....	....	..	....
Marathee Female School	Sattara	1856	30	..	..	30	21	..	30	..	..	..	..	..	5 0 0	....	..	72 0 0
Ditto Infant School	Ditto	1856	20	..	..	20	16	..	20	..	..	..	..	..	3 2 0	....	..	....
Ditto School	Goradey	1857	25	..	..	25	20	..	25	..	..	..	..	..	....	....	..	72 0 0
Ditto Ditto	Manrool	1857	25	..	..	25	20	..	25	..	..	..	..	..	2 11 0	....	..	102 0 0
Ditto ditto	Mayanee	1857	20	..	..	20	17	..	20	..	..	..	..	..	....	....	..	98 0 10
Inferior Anglo-Vernacular School	Phultun	1854	6	..	..	6	9	..	6	..	..	..	..	As. 4, 8, 2, & 1	....	....	..	174 0 0
Marathee School	Ditto	1854	58	..	..	58	55	..	58	..	..	..	..	As. 8, & 4	....	....	..	120 0 0
Ditto ditto	Juth	1854	40	..	..	40	32	..	40	..	..	..	..	As. 1	....	....	..	132 0 0
Ditto ditto	Atpadee	1856	35	..	..	35	30	..	35	..	..	..	..	..	....	....	..	162 0 0
Inferior Anglo-Vernacular School	Mahableshwur	1856	26	2	1	29	20	5	29	..	..	..	..	As. 1	22 4 0	....	..	204 0 0

6.

open to Government Inspection.

Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
15	16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
....	217 4 0	.....	2,028 3 11	1,788 0 9	703 2 9	2,491 2 9	137 3 [illegible]	.....	11 2 9	....	* The respective sums of Rs. 525 (35 shares out of 400), Rs. 75 (5 shares out of 400), Rs. 150 (10 shares out of 400), Rs. 300 (20 shares out of 400), are devoted to the schools out of Rs. 6,000, which is equal to the difference betwixt 4 and 6 per cent. interest on Sir Jamsetjee Jejeebhoy's cash endowments of three lakhs of rupees, and is contributed in accordance with Sir Jamsetjee Jejeebhoy's letter to Bombay Government dated 14th February 1854, paragraph 4, and the Honorable Court's sanction conveyed in their Despatch to the Bombay Government No. 34, of 21st August 1844, paragraph 7.
....	.....	.....	4,626 9 0	2,084 0 10	224 10 8	2,308 11 6	2,317 13 6	.....	6 8 8	1 7 10	
....	.....	.....	699 15 0	172 8 0	....	172 8 0	488 7 0	.....	4 8 8	1 15 7	
....	.....	.....	1,321 14 0	521 0 0	12 0 0	533 0 0	788 14 0	.....	3 14 9	1 10 8	
....	.....	.....	2,643 12 0	673 1 9	16 15 6	690 1 5	1,953 10 [illegible]	.....	6 0 0	2 9 9	
....	.....	14 4 6	56 11 9	114 4 6	17 3 0	131 7 6	....	74 11 3	6 2 5†	....	conveyed in their Despatch to the Bombay Government No. 34, of 21st August 1844, paragraph 7.
....	.....	7 2 3	78 9 3	....	....	78 7 8	0 1 7	.....	7 4 7‡	....	† Paid by the Nawab of Junaghur.
....	.....	.....	.... 8 9 3	....	....	8 9 3	....	8 9 3	3 10 1	....	‡ Paid by the Thakore of Bhownuggur.
....	.....	.....	296 0 0	296 0 0	....	296 0 0	....	....	5 6 6§	5 6 6	
....	.....	.....	356 8 11	290 5 8	66 3 3	356 8 11	....	.....	6 1 8	....	
....	.....	.....	147 3 3	132 0 0	15 3 3	147 3 3	....	.....	2 2 3	....	
....	.....	.....	349 3 6	213 11 3	135 8 3	349 3 6	....	.....	6 5 9	....	
....	.....	.....	364 0 0	326 0 0	48 0 0	384 0 0	....	.....	3 9 11	1 2 1	
....	.....	.....	....	....	....	....	....	.....	....	....	For receipts and expenditure see the remark against the Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution in Table 5.
....	.....	.....	....	....	....	....	....	.....	....	....	
....	.....	.....	....	....	....	....	....	.....	....	....	
....	.....	.....	....	....	....	....	....	.....	....	....	
....	.....	.....	....	....	....	....	....	.....	2 0 7	....	
59 0 0	.....	.....	59 0 0	....	59 0 0	59 0 0	....	.....	2 13 3	....	
19 2 0	.....	.....	84 12 6	56 14 6	27 14 0	84 12 6	....	.....	3 14 7	....	
9 12 0	.....	.....	30 3 9	35 7 9	....	35 7 9	0 12 0	.....	5 10 9	....	
....	.....	.....	1,915 0 0	1,478 9 9	239 9 9	1,718 3 6	....	403 3 6	14 5 1	7 8 0	Paid from the Duxina Fund.
....	.....	.....	1,926 3 8	1,826 3 8	....	18,26 3 8	....	.....	14 9 9	4 7 8	
2 3 0	.....	.....	80 9 0	161 0 0	....	161 0 0	....	74 7 0	9 7 6	....	
86 9 0	.....	.....	86 9 0	72 0 0	5 0 0	77 0 0	....	.....	3 10 8	0 3 10	
....	.....	.....	77 0 0	108 0 0	3 2 0	111 2 0	....	.....	4 15 1	0 3 1	
108 0 0	.....	.....	111 2 0	....	72 0 0	72 0 0	....	.....	2 9 7	....	
....	.....	.....	72 0 0	102 0 0	2 11 0	104 11 0	....	.....	2 3 9	0 2 2	
....	.....	.....	104 11 0	96 6 10	....	96 6 10	....	.....	3 10 9	....	
....	.....	.....	96 6 10	174 0 0	11 0 0	185 0 0	....	2 3 0	20 8 11	....	
8 13 0	.....	.....	182 13 0	120 0 0	24 6 0	144 6 0	....	6 3 0	2 9 11	....	
....	.....	.....	120 0 0	138 3 0	....	132 0 0	5 10 0	.....	4 2 0	....	
18 3 0	.....	.....	138 3 0	132 0 0	....	162 0 0	....	.....	5 6 5	....	
5 10 0	.....	.....	137 10 0	162 0 0	....	290 3 3	....	2 12 3	14 8 2	1 1 10	
....	.....	.....	162 0 0	240 0 0	50 3 3						
1 3 0	.....	.....	287 7 0								

II.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL

TABLE

Government

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.						
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratthee.	Guzeratthee.	Canarese.	Sanscrit.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscription, Donation, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	10	11	12	13	14	15	16	17	18
														Rs. a. p.	Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Grant Medical College ..	Bombay.....	1845	19	3	31	44	40·2	44	..	..	..	..	..	31,505 5 9*	5,873 14 2	..	..	.....	.....	.....	37,379 3 11
Law Classes	Ditto	1855	30	..	11	41	..	41	..	..	..	..	..	8,400 0 0	2,028 0 0	..	..	120 0 0	.....	.....	10,578 0 0
Engineering School, including the Mechanical Department.	Poona	1854	29	..	7	36	28	..	..	..	..	..	..	16,131 4 9	.....	..	..	1 0 0	21 12 0	.....	16,154 0 9
Engineering School.....	Kurrachee ..	1855	13	..	4	17	13	17	..	..	..	..	..	3,580 3 8	.....	..	..	.....	.....	.....	3,580 3 8
Normal Department of the Poona College.	Poona	1851	41	..	..	41	37	41	..	..	..	41	..	6,891 0 0	.....	..	..	.....	.....	.....	6,891 0 0
1st Normal Class.....	Surat	1854	..	..	..	..	1·1	..	..	..	..	..	..	.....	.....	..	..	.....	.....	.....	.....
2nd Normal Class	Ditto	1855	..	..	..	..	..	..	..	..	..	..	..	281 0 10	.....	..	..	.....	.....	.....	281 0 10
Training School, 1st Normal Class.	Ahmedabad ..	1857	..	..	..	..	..	..	..	..	..	..	..	.....	.....	..	..	.....	.....	.....	.....
Training School, 2nd Normal Class.	Ditto ..	1856	31	..	..	31	29·2	31	..	31	..	..	..	3,027 12 8	.....	..	..	60 7 6	.....	94 11 4	3,182 15 6
Normal Class	Rajkote.....	1856	8	..	..	8	7·3	8	..	5	..	..	..	434 11 4	.....	..	..	.....	.....	.....	434 11 4
Candidate (School-masters') Class.	Several Schools in the Tanna Collectorate.	1857	3	..	..	3	3·8	..	3	..	..	..	..	131 3 8	.....	..	..	.....	.....	.....	131 3 8
Candidate Masters' Class.	Dharwar	1855	9	..	..	9	4	..	9	..	9	..	..	164 0 1	.....	..	..	.....	.....	.....	164 0 1
Sir Jamsetjee Jejeebhoy School of Arts and Industry.	Bombay	1857	22	..	8	130	26	..	..	..	..	..	Rs. 1 do. ½	2,400 0 0	5,409 0 0	..	..	252 8 0	69 3 0	.....	8,121 11 0

EDUCATION (INCLUDING NORMAL SCHOOLS).

7.

Institutions.

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
35,323 9 2	.....	35,323 9 2	1,855 10 9	.....	807 5 7†	716 0 0*	* This does not include the cost of apparatus, &c., supplied by the Honorable Court of Directors. † These columns do not represent the *ordinary* cost of each student, because during the past year the classes of Student Apprentices and Hospital Assistants have, owing to the exigencies of the service, been temporarily discontinued, and consequently the apparent cost of each remaining student is increased since the year 1849. There has been of the latter classes an average of 29 pupils. These classes have been re-established.
13,428 0 0	.....	10,428 0 0	150 0 0	.....	254 5 5	204 14 0	
14,567 3 8	1,586 11 1	16,154 0 9	.....	.....	538 7 7¾	537 11 4¾	English is not taught, but all instruction is given in English in the Engineering class, and in the Vernacular in the Mechanical class.
3,580 3 8	.....	3,580 3 8	.....	.....	275 6 5	275 6 5	
6,024 6 8	.....	6,024 0 8	209 9 4	.....	179 0 7	186 2 0	
281 0 10	.....	281 0 10	.....	.....	255 8 0	255 8 0	In abeyance.
.....	.....	.....	.....	.....	.....	.....	
2,894 15 8	227 8 4	3,122 8 0	60 7 6	.....	103 0 1	103 6 5	
434 11 4	.....	434 11 4	.....	.....	59 8 9	59 8 9	
131 3 8	.....	131 3 8	.....	.....	34 8 7	34 8 7	
.....	.....	.....	.....	.....	.....	.....	
164 0 1	.....	164 0 1	.....	.....	41 0 0	41 0 0	
6,709 0 0	546 4 0	7,254 4 0	807 7 6	.....	279 0 2	92 4 1	Studying in the branches of ornament, shading, and wood engraving.

TABLE

Private

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.				From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14
														Rs. a. p.	Rs. a. p.		Rs. a. p.
The David Sassoon Industrial and Reformatory Institution.	Girgaum, Chunam Kiln Road.	1857	23	17	3	43	40	..	30	7	..	..	.....	3,000 0 0	1,500 0 0	....	.....
Bombay Education Society's Schools:																	
Boys	Byculla	....	..	..	115	115	115	115	..	..	..	..	.....	18,708 0 0	6,849 6 3	....	19,204 14 6
Girls	Ditto	....	..	..	127	127	127	127	..	..	..	..	.....			....	
Infants	Poona	....	..	..	66	66	66	66	..	..	..	..	.....	6,219 10 10	.....	....	951 11 3
The same divided into the heads of																	
Military Asylum and Non-Military Orphanages	Byculla & Poona.	....	..	..	232	232	226	232	..	..	..	..	.....	22,228 4 7	5,167 4 4	....	16,843 14 9
	Byculla & Poona.	....	..	..	76	76	76	76	..	..	..	..	.....	2,820 6 3	1,671 1 11	....	3,312 11 4
The Roman Catholic Orphanages	....	....	..	..	..	..	..	..	..	..	..	..	.....	.....	.....	....	.....
The Scottish Orphanages:																	
Male	Mazagon	1856	..	..	24	24	24	24	20	..	..	..	From Rs. 3 to 10 according to ability of guardian.	270 0 0	1,061 7 4	....	3,939 7 6
Female	Breach Hill.	1846-47	..	..	18	18	18	18	..	..	..	..	From Rs. 3 to 10 according to ability of parent or guardian.	.....	100 0 0	....	8,139 14 11

8.

Institutions.

Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
15	16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
34 12 9	....	3,522 15 3	8,057 12 0	6,591 0 0	847 0 5	7,438 0 5	1,219 11 7	.....	185 15 2	90 0 0	
2,485 7 0	....	11,000 13 0	58,878 9 1	42,945 3 6	3,372 9 0	46,317 3 6	12,561 5 7	.....	191 6 3	77 6 11	
316 3 5	....	.....	7,397 9 6	13,264 3 10	685 9 5	13,949 13 3	.....	6,332 3 9	211 5 9	95 14 6	
2,156 4 9	....	8,753 15 11	55,151 12 4	42,477 8 1	3,066 5 2	45,543 13 3	9,607 15 1	.....	195 14 1	95 12 11	
645 3 8	....	2,855 13 1	11,324 6 3	13,731 15 3	991 4 3	14,723 3 6	.....	3,418 13 3	196 4 10	87 13 9	
.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No returns received.
.....	....	43 5 1	5,334 3 11	5,502 0 0	397 0 0	5,899 0 0	.....	564 12 1	245 12 8	11 4 0a	(a) Subsistence money for orphans of soldiers.
.....	....	259 9 2	8,559 8 1	5,570 0 10	102 8 0	5,672 8 10	.....	2,886 15 3	309 8 0	.....	

TABLE 9.

Abstract of Attendance at the above Institutions.

		Number attending College.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education.	Government	113	1,977·1	23,845·3	25,935·4
	Private	.....	438·	2,552·7	2,990·7
Special Education.	Government	44	120·	91·5	255·5
	Private	.....	.....	700·	700·

TABLE 10.

Abstract of Receipts and Charges at the above Institutions.

		Receipts.				Charges.			
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
General Education.	Government	62,765 3 11	52,737 11 6	1,41,681 1 1	2,57,184 0 6	62,241 11 3	48,309 13 2	1,33,968 15 11	2,44,520 8 4
	Private	.....	29,078 0 0	18,326 14 4	47,404 14 4	.....	20,255 2 5	13,206 7 7	33,461 10 0
Special Education.	Government	37,379 3 11	38,433 15 5	11,084 15 5	86,898 2 9	35,523 9 2	*37,416 8 5	10,757 14 7	83,698 0 2
	Private	.....	.....	1,55,503 13 2	1,55,503 13 2	.....	.....	1,39,543 10 9	1,39,543 10 9

Table 9.

Abstract of Attendance at the above Institutions.

		Number attending College.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education.	Government	113	1,977·1	23,845·3	25,935·4
	Private	.....	438·	2,552·7	2,990·7
Special Education.	Government	44	120·	91·5	255·5
	Private	.....	.....	700·	700·

Table 10.

Abstract of Receipts and Charges at the above Institutions.

		Receipts.				Charges.			
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
General Education.	Government	62,765 3 11	52,737 11 6	1,41,681 1 1	2,57,184 0 6	62,241 11 3	48,309 13 2	1,33,968 15 11	2,44,520 8 4
	Private	.....	29,078 0 0	18,326 14 4	47,404 14 4	.....	20,255 2 5	13,206 7 7	33,461 10 0
Special Education.	Government	37,379 3 11	38,433 15 5	11,084 15 5	86,898 2 9	35,523 9 2	*37,416 8 5	10,757 14 7	83,698 0 2
	Private	.....	.....	1,55,503 13 2	1,55,503 13 2	.....	.....	1,39,543 10 9	1,39,543 10 9

Table 11.

Abstract of Grants-in-Aid received by Private Institutions during the Year 1858-59.

Colleges.	Superior Schools.	Inferior Schools.	Total.
General Education.....	.....	1,170	1,170
Special Education.....	.....	.....	.....

TABLE 12.

STATEMENT OF ATTENDANCE AND COST OF EDUCATION.

TABLE

Progressive Statement of Attendance and Cost

Colleges and Schools.	1854-55.*						1855-56.*							
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.	
Elphinstone College ..	74	30,636	15	10	414	0	3	72	26,711	5	6	370	15	10	43·
Poona College	52	30,696	7	8	590	3	11	77	31,546	5	9	409	11	0	35·
Grant Medical College	71	27,803	4	0	.....			76	25,079	7	6	.....			68·
Law Classes	..	.....			.....			46	3,600	0	0	78	4	2	34·
Poona Engineering Sch.	31	3,094	2	4	99	13	0	41	4,060	5	10	99	6	0	38·
Do. Mechanical do. .	..	.....			.....			53	2,707	4	4	52	12	6	25·
Kurrachee Engineering School	..	.....			.....			11	788	10	8	71	11	2	20·
Aden English School ..	..	.....			.....			..	.....			.....			..
Sir Jamsetjee Jejeebhoy School of Arts and Industry	..	.....			.....			..	.....			.....			..
NORTHERN DIVISION.															
Ahmedabad Superior Anglo-Ver. School..	176	4,464	1	9	25	5	3	120	4,763	15	2	39	0	9	143·18
Surat, ditto.....	382	7,955	0	10	20	13	2	296	7,983	2	6	26	15	6	369·36
Broach, ditto	62	1,408	2	9	22	11	5	47	1,252	3	7	26	10	3	71·18
Kaira, ditto.....	..	.....			.....			..	.....			.....			25·91
Neriad, ditto	..	.....			.....			..	.....			.....			15·83
Bhownuggur, ditto....	..	.....			.....			17	.....			.....			21·09
Rajkote, ditto	..	.....			.....			53	3,240	0	0	61	2	11	58·17
Deesa, ditto	..	.....			.....			..	.....			.....			37·
Dhoolia, ditto.....	84	1,619	0	0	19	4	4	93	1,520	6	0	16	6	6	63·
Tanna, ditto	106	1,328	10	6	12	4	0	100	1,200	0	0	12	0	0	73·
Pahlunpoor Eng. Sch.	..	.....			.....			15	480	0	0	32	0	0	12·
Aleena Inferior Anglo-Vernacular School.*	..	.....			.....			..	.....			.....			38·45
Chalisgam, ditto.....	..	.....			.....			..	.....			.....			..
Shahda, ditto	..	.....			.....			..	.....			.....			..
Dhurangaum, ditto ..	..	.....			.....			..	.....			.....			76
Mahooda, ditto	80	308	10	0	3	13	8	84	308	0	0	3	10	8	104·
Kuppudwunj, ditto ..	54	286	10	9	5	4	11	41	277	8	0	6	12	3	97·92
Godra, ditto	..	.....			.....			67	198	13	11	2	15	6	39·
Candidate (Schoolmasters') class, Tanna Collectorate	..	.....			.....			..	.....			.....			..
Surat, 1st Normal Class	..	.....			.....			13	1,608	8	0	123	11	8	13·
Do. 2nd do. (vacant).	..	.....			.....			10	127	11	10	12	12	5	12·

* The figures in these columns differ slightly from the corresponding figures

† The Schoolmasters not having drawn their p

12.

of Education at each Institution for the last Five Years.

1856-57.*			1857-58.*			1858-59.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
37,954 3 6	882 10 6	49	46,657 15 9	949 1 8	60·	35,649 11 2	594 2 7
27,594 11 8	788 9 7	57	29,387 0 3	515 9 0	40·	26,592 0 1	664 12 10
26,707 6 2	.....	53	25,751 7 0	.....	40·	35,523 9 2	807 5 7
8,477 0 0	249 5 2	30	10,428 0 0	347 9 7	41·	10,428 0 0	254 5 5
5,037 4 11	132 8 11	37	10,039 2 3	271 5 3	30·	16,154 0 9	538 7 7
5,078 10 4	263 2 4						
3,121 12 0	156 1 5	16	11,011 10 3	688 3 7	13·	3,580 3 8	275 6 5
.....	.....	113	3,647 0 10	32 4 5	68·	5,657 6 8	83 3 1
.....	.....	..	.....	.....	26·	7,254 4 0	279 0 2
5,037 9 5	35 2 11	106·64	4,912 6 0	46 1 0	149·1	4,752 13 0	31 14 0
7,347 5 7	20 0 0	269·55	5,102 12 11	18 14 11	255·	7,306 15 6	28 10 6
1,471 10 9	20 10 10	78·82	1,358 7 3	17 3 9	86·2	1,659 14 2	19 4 1
1,324 3 9	51 1 9	17·27	1,028 0 2	59 8 5	31·	1,182 7 7	38 2 4
224 1 4	14 2 6	17·73	522 5 11	29 7 5	34·1	688 7 7	20 3 0
1,114 5 0	52 13 5	33·55	954 7 11	28 7 2	36·4	991 12 0	27 3 11
4,265 0 2	73 5 1	40· 0	3,984 15 10	99 10 0	28·5	837 7 10	29 6 2
.....	.....	30·45	1,345 6 3	44 2 11	26·3	1,097 6 2	41 11 7
1,487 13 6	23 9 10	60	1,571 11 6	26 3 1	52·3	1,431 9 9	27 6 0
1,200 0 0	16 7 0	95	1,233 14 2	12 15 10	65·4	1,677 12 3	25 10 6
480 0 0	40 0 0	8·75	480 0 0	54 13 9	9·7	483 10 0	49 13 9
298 12 4	7 12 3	36·83	297 1 7	8 1 1	40·8	*371 4 9	9 1 7
.....	.....	..	.....	.....	31·	.....	.....†
.....	.....	..	.....	.....	11·2	.....	.....†
543 10 8	7 2 5	58	268 7 8	4 10 1	7·	.....	.....†
1,593 4 11	15 5 1	159·58	552 9 7	3 7 5	150·9	679 13 10	4 8 1
362 13 6	3 11 3	157.17	451 8 8	2 14 0	184·7	696 11 8	3 12 4
220 3 7	5 10 4	49·25	540 9 11	10 15 8	89·1	561 4 0	6 4 9
.....	.....	8	250 7 1	35 12 5	3·8	131 3 8	34 8 7
1,543 1 11	118 11 2	5	992 5 6	198 7 6	1·1	281 0 10	255 8 0
450 15 4	37 9 3	..	.....	.....	..	.....	.....

the Reports of the last three years. They may now be accepted as nearly correct.
during the period, these columns cannot be filled up.

Colleges and Schools.	1854-55.			1855-56.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Ahmedabad Training School, 1st and 2nd Normal Classes	..	.....	.....	10	99 10 10	9 15 6	24
Rajkote Normal Class.	..	.....	.....	..	.....	.....	4
Dhoolia, Ver. School..	135	518 14 0	3 13 6	132	617 12 6	4 10 10	136
Ditto Hindoostanee, ditto.....	..	.....	.....	..	.....	.....	..
Songir, Ver. School ..	..	.....	.....	..	.....	.....	..
Malligaum, ditto	115	328 3 3	2 13 8	74	439 15 0	5 15 2	79
Oombrana, ditto.....	..	.....	.....	..	.....	.....	16
Satana, ditto	..	.....	.....	..	.....	.....	..
Nampoor, ditto	77	156 11 9	2 0 7	65	194 2 6	2 15 10	58
Jaikhera, ditto	27	150 0 0	5 8 11	28	180 12 6	6 7 4	29
Nundoorbar, ditto	..	.....	.....	63	100 4 0	1 9 6	107
Sindkheira, ditto	..	.....	.....	..	.....	.....	34
Veerdale, ditto	..	.....	.....	..	.....	.....	..
Seerpoor, ditto	..	.....	.....	..	.....	.....	51
Yawul, ditto	..	.....	.....	..	.....	.....	102
Sowda, ditto	..	.....	.....	..	.....	.....	64
Asseerghur, ditto	64	360 0 0	5 10 0	58	373 0 0	6 6 11	51
Jamneir, ditto	42	194 5 6	4 10 0	40	196 4 0	4 14 6	64
Bhudgam, ditto	..	.....	.....	..	.....	.....	32
Nuggerdeola, ditto....	..	.....	.....	..	.....	.....	42
Nusseerabad, ditto....	..	.....	.....	..	.....	.....	79
Julgaum, ditto	..	.....	.....	48	184 2 2	3 13 5	52
Erundole, ditto	108	251 11 0	2 5 3	118	301 3 6	2 8 11	94
Nanded, ditto.....	..	.....	.....	..	.....	.....	53
Betawud, ditto	25	156 9 2	6 4 2	63	193 1 0	3 1 0	55
Deheree, ditto.....	..	.....	.....	..	.....	.....	20
Dahnoo, ditto.....	..	.....	.....	..	.....	.....	81
Tarrapore, ditto	..	.....	.....	..	.....	.....	86
Mahim, ditto	117	304 12 0	2 9 8	129	270 0 0	2 1 6	131
Goreh, ditto	..	.....	.....	..	.....	.....	32
Moorbar, ditto	..	.....	.....	..	.....	.....	83
Kinowlee, ditto	..	.....	.....	..	.....	.....	44
So, ditto	..	.....	.....	..	.....	.....	28
Shiroshee, ditto	..	.....	.....	..	.....	.....	27
Cullian, ditto	189	341 6 0	2 5 4	213	414 0 0	1 15 1	226
Bhewndee, ditto.....	..	.....	.....	..	.....	.....	77
Bassein, ditto	75	290 8 0	3 13 11	116	276 0 0	2 6 1	126
Tanna, ditto	96	281 7 7	2 14 11	94	376 10 8	4 0 1	126
Tanna, Portuguese School	..	300 0 0	.....	50	300 0 0	6 0 0	56
Gorai, Vernacular do.	..	.....	.....	17	245 1 0	14 6 8	24
Joo, ditto	..	.....	.....	11	69 12 2	6 5 5	26
Malad, ditto	..	.....	.....	..	.....	.....	33
Oorun, ditto	71	73 12	1 0 7	77	201 6 0	2 9 10	70
Mora, ditto	..	0	.....	12	81 1 1	6 12 1	19

1856-57.			1857-58.			1858-59.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
562 1 11	23 6 9	29·29	2,742 10 6	93 10 2	29·3	3,122 8 0	106 9 1
146 12 9	36 11 2	8·35	427 7 7	51 3 1	7·3	434 11 4	59 8 9
567 5 0	4 9 2	112	486 4 0	4 5 5	93·3	493 9 7	5 4 8
.....	.....	..	.....	.....	13·9	96 0 0	6 14 6
.....	.....	..	.....	.....	53·4	.....	.....
408 7 4	5 2 8	68	323 0 0	4 12 0	41·3	247 4 6	5 15 10
205 1 3	12 13 1	19	157 15 3	8 5 0	15·5	113 13 6	7 5 6
.....	.....	..	.....	.....	23·1	.....	.....
168 5 0	2 14 5	57	171 2 0	3 0 0	55·3	175 1 0	3 2 8
161 3 0	5 8 11	34	159 10 0	4 11 2	32·	160 12 6	5 0 5
943 9 6	8 13 1	60	414 6 0	6 14 6	34·9	153 11 7	4 6 6
292 0 0	8 9 5	38	277 2 10	7 4 8	26·4	279 13 1	10 9 7
.....	.....	..	.....	.....	19·	.....	.....
221 15 6	4 5 7	26	205 1 0	7 14 2	17·6	209 9 0	11 14 6
413 0 0	4 0 9	68	324 14 0	4 12 5	63·9	321 14 0	5 0 7
218 6 6	3 6 7	40	209 9 6	5 3 10	33·7	169 0 0	5 0 3
365 12 6	7 2 9	32	368 0 9	11 8 1	23·4	369 0 3	15 12 4
199 15 0	3 2 0	61	197 6 0	3 3 9	58·2	227 0 0	3 14 5
509 7 8	15 14 8	27	348 6 0	12 14 2	34·7	197 3 0	5 10 11
298 0 8	7 1 6	31	221 1 9	7 2 1	17·6	185 13 9	10 9 0
413 9 0	5 3 9	55	1,238 3 3	22 8 2	68·	326 2 9	4 12 9
202 4 6	3 14 3	51	188 0 0	3 11 0	50·	193 0 0	3 13 9
330 4 5	3 8 3	74	274 3 0	3 11 3	60·5	225 8 0	3 11 8
211 11 6	3 15 11	41	200 7 0	4 14 7	40·	128 4 0	3 3 4
183 11 0	3 5 5	53	166 8 0	3 2 3	45·	164 15 6	3 10 8
165 7 11	8 12 5	25	111 4 10	4 7 3	23·5	130 8 0	5 8 10
269 2 0	3 5 1	38	193 12 8	5 1 7	33·	121 11 0	3 11 0
268 13 11	3 2 0	79	205 2 8	2 9 6	49·6	168 12 3	3 6 5
273 8 11	2 1 4	138	287 0 6	2 1 3	96·7	290 4 9	3 0 0
137 15 6	4 5 0	36	114 3 7	3 2 9	25·4	118 0 0	4 10 4
257 3 11	3 1 7	47	196 13 0	4 3 0	49·	174 2 0	3 8 10
154 14 8	3 8 6	40	137 4 1	3 6 10	32·2	139 10 4	4 5 5
157 8 11	5 10 0	26	135 10 0	5 3 5	18·8	139 6 0	7 6 7
136 11 7	5 1 0	16	125 0 11	7 13 0	4·4	141 5 1	32 1 11
486 10 11	2 2 5	223	526 8 8	2 5 9	123·1	511 12 8	4 2 6
148 2 11	1 14 9	137	317 6 4	2 5 0	108·5	327 13 9	3 0 4
269 9 8	2 2 8	140	348 4 7	2 7 9	100·	429 13 1	4 4 9
407 1 6	3 3 8	86	409 6 10	4 12 2	97.8	435 13 0	4 7 4
300 0 0	5 5 8	46	300 0 0	6 8 4	57·	150 0 0	2 10 1
161 9 9	6 13 7	15	121 5 4	8 1 5	15·	84 7 0	5 10 1
129 4 0	4 12 1	26	123 9 8	4 12 1	13·1	72 2 1	5 8 1
33 3 8	1 0 1	37	184 8 7	4 15 9	17·	169 8 5	9 15 7
160 15 0	2 4 9	58	160 9 0	2 12 3	36·3	84 10 3	2 5 4
194 4 0	10 3 7	16	160 10 7	10 0 8	12·	32 13 6	2 11 9

Colleges and Schools.	1854-55.				1855-56.				
	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.
		Rs a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.	
Panwell, Ver. School..	132	331 12 0		2 5 0	138	379 0 0		2 11 11	131
Panwell, Hindoostanee School.....	30	240 0 0		8 0 0	32	240 0 0		7 8 0	33
Palaspeh, Ver. ditto ..	37	22 1 10		0 9 7	50	180 3 0		3 9 7	46
Gulsundeh, ditto.....	17	10 0 7		0 9 5	40	223 10 0		5 9 2	34
Sai, ditto.....	..	.....		.....	..	.....		.....	37
Khalapoor, ditto.....	..	.....		.....	40	139 5 8		2 7 9	44
Campoolee, ditto	..	.....		.....	..	.....		.....	32
Dahiwlee, ditto	..	.....		.....	..	.....		.....	..
Nagotna, ditto	..	.....		.....	..	.....		.. ..	71
Mahar, ditto	61	239 14 0		3 14 8	110	234 0 0		2 2 0	89
Nateh, ditto	..	.....		.....	..	.....		.....	56
Surat, Ver. School, No. 1.	181	540 6 6		2 15 9	133	590 5 0		4 7 0	163·67
Ditto ditto No. 2.	62	345 3 0		5 9 1	45	331 7 0		7 5 10	48·25
Ditto ditto No. 3.	66	250 15 0		3 11 10	50	260 4 6		5 3 3	33·67
Ditto ditto No. 4.	94	340 0 0		3 9 10	75	369 15 9		4 14 11	99·5
Ditto ditto No. 5.	91	317 6 0		3 7 8	77	323 0 0		4 3 1	69·08
Ditto ditto No. 6.	98	216 1 0		2 3 3	57	265 11 6		4 10 7	76·17
Surat, Hindoostanee School, No. 7.	56	328 0 0		5 13 8	29	377 6 6		13 0 3	25·25
Rander, Ver. School..	53	179 4 6		3 6 1	36	180 2 6		5 0 1	46·25
Katargam, ditto	..	.....		.....	..	.....		.....	44·18
Tulungpoor, ditto	..	.....		.....	..	.....		.....	15·25
Oolpar, ditto	66	312 5 6		4 11 8	28	309 6 0		11 0 9	34.
Boudan, ditto	..	.....		.....	..	.....		.....	20·67
Mandvee, ditto	35	215 0 3		6 2 3	25	210 0 0		8 6 5	17·75
Mota, ditto	41	211 8 0		5 2 6	26	186 10 6		7 2 10	21·58
Bardolee, ditto	43	216 13 6		5 0 8	21	210 0 0		10 0 0	23·92
Surbhon, ditto	39	164 7 0		4 3 6	20	150 0 0		7 8 0	24·75
Chicklee, ditto	..	.....		.....	..	.....		.....	22.
Bulsar, ditto	62	304 0 0		4 14 5	24	302 6 0		12 9 7	38·83
Pardee, ditto	43	244 10 0		5 11 0	24	235 9 3		9 13 1	33·17
Bugwara, ditto	..	.....		.....	..	.....		.....	38·42
Julalpoor, ditto	..	.....		.....	..	.....		.....	23·36
Kaliawadee, ditto	51	262 12 3		5 2 5	33	246 12 1		7 7 7	23·17
Broach, ditto	136	543 3 11		3 15 11	112	595 14 3		5 5 2	118·25
Amlesur, ditto	..	.....		.....	..	.....		.....	21· 4
Anklesur, ditto	80	301 13 9		3 12 6	50	309 5 6		6 3 0	64·75
Sujod, ditto.....	..	.....		.....	..	.....		.....	20·42
Hansote, ditto.....	41	259 6 0		6 5 3	24	253 3 3		10 8 9	23·93
Elao, ditto	..	.....		.....	..	.....		.....	10·92
Wagra, ditto	..	.....		.....	..	.....		.....	25·42
Amod, ditto	75	281 2 6		3 12 0	51	278 11 3		5 7 5	62·75
Kerwara, ditto	..	.....		.....	33	2 0 0		0 1 0	30·67
Roza Tankaria, ditto..	..	.....		.....	..	.....		.....	15·89
Kolwana, ditto	..	.....		.....	..	.....		.....	5
Jambooser, ditto	100	343 11 6		3 7 0	65	357 0 6		5 7 10	63
Tankaria, ditto	..	.....		.....	..	.....		.....	31·7
Malpoor, ditto	..	.....		.....	..	.....		.....	9·8

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
437	14	5	3	5	5	112	405	8	6	3	9	11	72 8	373	6	7	5	2	8
243	8	0	7	6	0	34	242	11	0	7	2	2	19·	252	4	11	13	4	6
147	3	8	3	3	2	34	136	10	1	4	0	3	31·9	136	10	6	4	4	7
128	8	0	3	12	5	27	116	5	10	4	4	11	14·9	89	6	6	6	0	0
168	0	9	4	8	8	36	131	2	8	3	10	4	28·7	120	12	2	4	3	4
215	6	0	4	14	3	45	207	11	0	4	9	10	32·8	207	8	6	6	5	3
167	5	5	5	3	8	26	138	3	3	5	5	0	31·5	131	8	3	4	2	10
.....			.....			43	177	5	0	4	2	0	18·4	116	0	6	6	4	11
217	11	9	3	1	0	63	189	3	0	3	0	1	45·	180	15	7	4	0	4
246	15	0	2	12	2	84	272	4	7	3	3	10	54·6	249	15	10	4	9	3
144	2	6	2	9	2	48	137	12	0	2	13	11	14·3	120	7	11	8	6	10
834	4	11	5	1	6	159	731	5	3	4	9	7	157·2	698	10	0	4	7	1
338	9	0	7	0	3	38·5	305	13	10	7	15	1	38·7	255	6	3	6	9	7
241	5	10	7	2	8	32·83	233	8	9	7	1	10	32·1	271	3	5	8	7	2
426	3	1	4	4	6	115 58	365	7	8	3	2	7	90·1	243	12	10	2	11	4
337	9	4	4	14	2	53·33	295	12	8	5	8	9	34·9	297	2	0	8	8	3
346	9	4	4	8	9	66·33	255	6	8	3	13	7	51·9	242	8	3	4	10	9
382	10	1	15	2	4	34·25	327	7	2	9	9	0	36·7	344	7	3	9	6	2
219	14	7	4	12	0	38·17	192	15	2	5	0	11	40·9	166	12	0	4	1	3
306	13	2	6	15	1	29·08	287	13	11	9	14	5	34·8	265	6	4	7	10	0
156	7	3	10	4	0	3·25	142	15	3	43	15	9	26·	155	9	11	5	15	9
322	11	1	9	7	10	46·42	296	15	2	6	6	4	39·1	299	6	6	7	10	6
78	13	8	3	12	11	22·5	259	11	10	11	8	8	16·5	223	12	11	13	9	0
185	12	4	10	7	4	35·08	180	8	2	5	2	4	70·3	185	4	3	2	10	2
159	12	11	7	6	4	14·	141	0	5	10	1	2	23·3	166	10	11	7	2	6
229	14	4	9	9	9	24·58	222	11	2	9	1	0	18·9	219	5	0	11	9	8
162	15	4	6	9	3	17·83	154	10	11	8	10	10	33·2	164	8	2	4	15	3
70	10	1	3	3	4	44·25	294	4	7	6	10	5	31·4	284	7	5	9	0	11
293	9	1	7	8	11	19·42	282	10	2	14	8	10	32·9	262	2	11	7	15	6
168	2	10	5	1	1	20·67	166	10	5	8	1	0	21·9	189	5	0	8	10	4
173	11	5	4	8	4	22·92	165	14	4	7	3	10	15·8	154	10	1	9	12	7
235	3	5	10	1	1	15·92	235	14	8	14	13	1	21·5	226	11	10	10	8	9
221	14	4	9	9	2	37·33	153	14	2	4	1	11	17·	152	0	7	8	15	1
594	3	9	5	0	4	130 04	564	7	4	4	5	5	127·3	559	13	9	4	6	4
192	13	4	9	0	3	3·08	190	13	11	61	15	6	5·5	230	1	6	41	13	4
337	6	8	5	3	4	91·58	303	4	2	3	5	0	101·3	294	6	6	2	14	6
208	15	0	10	3	8	15·92	291	3	7	18	4	8	15·2	263	10	10	17	5	7
265	2	7	11	2	0	26·25	365	5	0	13	14	8	23·5	288	0	1	12	4	1
220	13	0	20	3	6	7·92	199	6	3	25	2	10	9·5	229	11	8	24	2	11
218	5	2	8	9	3	30·49	181	9	3	5	15	3	23 8	203	0	1	8	8	6
303	10	3	4	13	5	64·17	284	13	9	4	7	0	62·1	299	3	11	4	13	1
261	0	7	7	1	11	14·67	220	1	7	15	0	1	18·7	238	11	9	12	12	3
183	6	0	11	8	7	21·25	237	3	5	11	2	7	25·4	245	12	2	9	10	10
133	6	0	26	10	10	11·42	149	0	6	13	0	10	4·7	162	2	0	34	7	8
377	15	10	5	15	10	63·08	352	1	2	5	9	4	62·4	326	11	3	5	3	9
297	10	6	9	5	3	27·33	270	15	0	9	14	7	19·4	816	3	5	42	1	2
221	3	3	22	7	6	10 67	211	7	6	19	13	1	10 4	262	15	9	25	4	7

Colleges and Schools.	1854-55.				1855-56.				Average Attendance.
	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.	
Jantran, Ver. School..	..	.....		.....	16	1 8 0		0 1 6	15·02
Kavee, ditto	..	.....		.....	..	.....		.....	11·19
Sarod, ditto.....	..	.....		.....	..	.....		.....	25·75
Kaira, ditto.....	148	394 3	0	2 10 7	93	471 8	5	5 1 1	191·
Matur, ditto	97	194 1	4	2 0 1	71	208 4	3	2 14 11	66·17
Mehmedabad, ditto ..	66	209 14	0	3 2 10	50	229 15	2	4 9 7	72·75
Oomret, ditto	117	334 4	5	2 13 8	112	369 3	8	3 3 5	154·17
Thasra, ditto	..	.....		.....	..	.....		.....	46·5
Dakore, ditto	..	.....		.....	..	.....		.....	77·25
Antrolee, ditto	..	.....		.....	..	.....		.....	28·11
Kuttal, ditto	..	.....		.....	..	.....		.....	51·87
Veersud, ditto.....	..	.....		.....	..	.....		.....	72·30
Neriad, ditto	310	710 7	4	2 4 8	242	801 6	5	3 14 11	255·42
Ood, ditto	..	.....		.....	..	.....		.....	45·08
Ootursunda, ditto	..	.....		.....	..	.....		.....	46·08
Chuklasee, ditto.....	..	.....		.....	..	.....		.....	16·04
Sarsa, ditto	..	.....		.....	..	.....		.....	15·75
Ujarpoora, ditto.....	..	.....		.....	..	.....		.....	19·
Bhaluj, ditto	..	.....		.....	..	.....		.....	38·5
Ahmedabad, Ver. Sch. No. I.	242	658 8	0	2 11 6	128	635 2	7	5 0 7	185·42
Ditto No. II.	81	245 13	3	3 0 7	44	211 2	3	4 12 9	52·17
Ditto No. III.	131	400 4	9	3 0 10	59	450 9	0	7 10 2	70·75
Ahmedabad Model and Practising Schools ..	157	515 12	3	3 4 7	102	575 8	9	5 10 3	124·33
Surkhej, Ver. School..	...	.....		.....	40	4 5	9	0 1 6	36·42
Butwa, ditto	..	.....		.....	27	.....		.....	20·83
Naroda, ditto	..	.....		.....	..	.....		.....	35·83
Jeytulpoor, ditto.....	..	.....		.....	34	1 3	6	0 0 7	63·33
Baraja, ditto	..	.....		.....	34	1 0	9	0 0 6	86·42
Muheej, ditto	..	.....		.....	..	.....		.....	..
Dholka, ditto	94	195 6	0	2 1 3	56	232 1	3	4 2 3	72·5
Kelia Wasna, ditto. ..	..	.....		.....	..	.....		.....	22·08
Santhul, ditto.....	..	.....		.....	..	.....		.....	6·7
Amliala, ditto.....	..	.....		.....	..	.....		.....	22·27
Ambareli, ditto	..	.....		.....	..	.....		.....	9·
Koth, ditto	..	.....		.....	..	.....		.....	..
Detroj, ditto	..	.....		.....	..	.....		.....	59·54
Mandul, ditto	..	.....		.....	35	0 9	6	0 0 3	43·
Rampoor, ditto	..	.....		.....	..	.....		.....	..
Purantej, ditto	..	.....		.....	..	.....		.....	89·83
Morassa, ditto.....	..	.....		.....	..	.....		.....	..
Dhundooka.....	86	303 3	3	3 8 5	72	306 1	3	4 4 0	85·17
Dhollera, ditto	66	206 1	0	3 2 0	30	175 0	0	5 13 4	33·
Botad, ditto.	..	.....		.....	..	.....		.....	..
Ranpoor, ditto	..	.....		.....	..	.....		.....	..
Gogo, ditto	..	.....		.....	..	.....		.....	24·2
Bhoomlee, ditto	..	.....		.....	..	3 10	6	.....	25·8

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
154	1	6	9	10	10	12·67	125	0	9	9	13	11	12·3	431	2	2	35	0	10
271	3	4	24	7	3	5·	250	13	5	50	2	8	14·2	297	11	8	20	15	6
318	0	3	12	5	7	30·17	271	2	2	8	15	9	30·8	319	2	7	10	5	10
527	7	3	4	0	5	115·25	474	5	10	4	1	10	119·1	531	8	9	4	7	5
185	9	3	2	12	10	54·67	169	2	8	3	1	6	43·5	181	12	9	4	2	10
177	10	9	2	7	2	58·67	158	5	2	2	11	2	49·7	285	6	5	5	11	11
626	4	5	4	0	9	151·25	495	4	0	3	4	5	151·2	744	15	7	4	14	10
589	6	1	12	10	10	32·25	275	11	7	8	8	10	26·2	453	7	3	17	4	11
499	14	11	19	6	10	51·75	366	11	2	7	1	5	44·9	704	11	9	15	11	2
1235	0	4	8	6	4	30·5	306	11	10	10	0	11	29·9	315	12	11	10	9	0
411	2	2	7	7	10	57·25	393	8	4	6	14	0	50·5	355	2	8	7	0	6
298	4	7	4	1	11	47·	268	12	2	5	11	6	37·3	294	5	10	7	14	3
992	11	10	3	14	1	286·17	969	14	3	3	6	3	239·7	902	6	11	3	12	3
346	5	1	7	10	10	29·25	337	12	1	11	8	8	31·1	351	13	4	11	5	0
286	13	3	6	3	6	33·75	264	2	7	7	13	3	13·2	281	14	4	21	5	8
328	12	11	19	12	2	24·5	298	10	6	12	13	0	24·4	279	2	3	11	7	1
274	5	5	17	6	6	26·	243	11	6	9	6	0	57·2	353	6	3	6	2	10
138	0	2	7	4	3	7·33	210	11	10	28	12	0	8·	216	4	0	27	0	6
161	8	11	4	3	1	33·67	461	14	10	13	11	6	28·2	318	15	4	11	5	0
859	0	11	4	10	1	172·67	723	15	10	4	3	1	168·	759	2	11	4	8	4
260	15	11	5	0	0	79·25	272	3	10	3	7	0	58·2	247	12	5	4	4	1
509	7	9	7	3	2	47·08	297	15	6	6	5	3	48·7	156	14	7	3	3	7
591	7	10	4	12	1	142·88	819	9	7	5	12	9	189·4	822	14	5	4	5	6
315	11	6	8	10	8	24·85	268	9	11	10	12	11	25·2	312	11	5	12	6	7
538	10	0	25	13	9	22·83	266	2	9	11	10	6	20·6	298	6	2	14	7	9
300	12	6	8	6	4	32·25	284	12	3	8	13	3	29·1	630	0	11	21	10	5
325	3	5	5	2	2	46·	288	4	8	6	4	3	28·7	269	0	5	9	6	0
385	7	0	4	7	4	52·	346	14	8	6	10	9	59·9	368	0	0	6	2	4
31	0	9	.....			31·08	199	1	8	6	6	6	26·6	220	13	11	8	4	10
169	5	8	2	5	4	73·33	220	12	8	3	0	2	79·	233	1	7	2	15	5
243	0	4	11	0	1	24·17	221	11	1	9	2	9	36·6	236	3	8	6	7	3
215	7	0	34	5	9	11·83	219	1	8	18	8	4	16·6	165	3	5	9	15	3
203	1	8	9	1	11	26·42	224	13	4	8	8	2	21·	231	9	1	11	0	5
61	6	3	6	13	2	14·25	188	6	6	13	3	7	12·3	216	4	5	17	9	4
.....			.....			..	.....			.....			46·5	231	13	1	4	15	9
242	7	10	4	1	1	36·	144	11	4	4	0	4	21·2	174	7	9	8	3	8
298	0	2	6	14	11	26·17	268	7	2	10	4	1	33·	299	10	8	4	1	4
29	9	3	.....			20·	189	4	6	9	7	5	22·2	223	8	2	10	1	1
408	7	3	4	8	9	70·17	601	3	2	8	9	1	93·7	432	2	9	4	9	10
.....			.....			10·	0	1	6	0	0	2	104·7	324	13	10	3	1	8
399	7	10	4	11	0	94·5	288	10	2	3	0	10	99·7	323	0	7	3	3	10
197	2	2	5	15	7	63·75	221	14	5	3	7	8	43·6	200	5	6	4	9	6
.....			.....			63·	366	3	0	5	13	0	46·2	392	7	3	8	7	11
.....			.....			..	.....			.....			59·4	289	12	8	4	14	1
104	0	0	4	4	7	26·92	382	13	11	14	3	7	39·	445	4	4	11	6	8
234	6	5	9	1	2	25·5	209	2	0	8	3	3	17·2	232	13	11	13	8	8

Colleges and Schools.	1854-55. Average Attendance.	1854-55. Total Cost.	1854-55. Cost of each Pupil's Education.	1855-56. Average Attendance.	1855-56. Total Cost.	1855-56. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p	Rs. a. p.	
Walukut, Vernacular School	..	.....	.....	..	.....	.....	14·91
Rajkote, ditto	..	.....	.....	132	1,226 0 0	9 5 10	126·42
Nowanuggur, ditto	..	.....	.....	49	600 0 0	12 3 11	89·
Khambalia, ditto	..	.....	.....	..	.....	.....	77·18
Gondul, ditto	..	.....	.....	16	600 0 0	37 8 0	23·75
Dhorajee, ditto	..	.....	.....	28	600 0 0	21 6 10	20·25
Ketda Sanghani, ditto.	..	.....	.....	..	.....	... ..	..
Morvee, ditto	..	.....	.....	60	300 0 0	5 0 0	59·25
Malia Khakrechi, ditto.	..	.....	.....	..	.....	.....	..
Wankaner, ditto	..	.....	.....	4	180 0 0	45 0 0	2·75
Drangadra, ditto	..	.....	.....	76	240 0 0	3 2 6	62·5
Luktur, ditto	..	.....	.....	4	420 0 0	105 0 0	34·42
Than, ditto	..	.....	.....	..	.....	.....	..
Wudwan, ditto	..	.....	.....	43	180 0 0	4 3 0	62 58
Nagnesh, ditto	..	.....	.....	31	600 0 0	19 5 8	39·17
Limree, ditto	..	.....	.....	89	240 0 0	2 11 2	81·58
Choora, ditto	..	.....	.....	35	600 0 0	17 2 3	26·75
Bhownuggur, ditto	118	357 6 3	3 0 6	74	373 3 4	5 0 8	104·25
Mowa, ditto	..	.....	.....	52	300 0 0	5 12 3	38·17
Koondla, ditto	..	.....	.....	..	.....	.....	43·5
Talaja, ditto	..	.....	.....	..	.....	.....	..
Gudhda, ditto	..	.....	.....	..	.....	.....	..
Palitana, ditto	..	.....	.....	59	240 0 0	4 1 1	44·5
Jusdhan, ditto	..	.....	.....	..	.....	.....	46·1
Jetpoor, ditto	..	.....	.....	..	.....	.....	72·82
Junagar, ditto	..	.....	.....	46	1,680 0 0	36 8 4	42·08
Vairawul, ditto	..	.....	.....	..	.....	.....	47·69
Una, ditto	..	.....	.....	..	.....	.....	..
Kutiana, ditto	..	.....	.....	..	.....	.....	..
Porebunder, ditto	..	.....	.....	..	.....	.....	144·3
Madhowpoor, ditto	..	.....	.....	..	.....	.....	..
Deesa, ditto	..	.....	.....	..	.....	.....	34
Pahlunpoor, ditto	..	.....	.....	22	240 0 0	10 14 7	10
Radhunpoor, ditto	..	.....	.....	..	.....	.....	22
Thurra, ditto	..	.....	.....	46	15 0 0	0 5 3	17
Warye, ditto	..	.....	.....	2	120 0 0	60 0 0	2
Mehiole, ditto	..	.....	.....	..	.....	.....	..
Kalole, ditto	..	.....	.....	66	140 8 0	2 2 1	34
Veijulpoor, ditto	..	.....	.....	38	45 0 0	1 2 11	8
Malao, ditto	..	.....	.....	..	.....	.....	..
Halole, ditto	..	.....	.....	81	180 0 0	2 3 6	34
Dahode, ditto	..	.....	.....	33	45 0 0	1 5 9	40
Jhallode, ditto	..	.....	.....	77	45 0 0	0 9 5	56·
Loonawarra, ditto	..	.....	.....	..	.....	.....	..
Veerpoor, ditto	..	.....	.....	..	.....	.....	11·
Nandode, ditto	..	.....	.....	..	.....	.....	73·
Sadra, ditto	..	.....	.....	32	300 0 0	9 6 0	26·0

* The schoolmaster not having drawn his pay duri[illegible]

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
215	5	8	14	7	4	15·58	202	12	6	13	0	3	12·4	212	15	7	17	2	9
1,580	12	10	12	8	0	119·25	1,860	6	0	15	9	7	124·8	1,473	6	3	11	12	11
742	4	0	8	5	5	110·42	769	9	6	6	15	6	89·	723	10	10	8	2	1
204	11	0	2	10	4	69·	236	10	6	3	6	11	41·2	237	11	3	5	12	4
47	3	0	1	15	8	63·	98	1	6	1	8	11	38·8	102	14	0	2	10	5
337	1	6	16	10	4	48·	194	11	6	4	0	11	55·7	212	9	2	3	13	1
.....			.....			17·85	46	12	0	2	9	11	48·3	215	15	10	4	7	7
377	3	0	6	5	10	60·33	403	6	6	6	11	0	53·5	427	5	6	7	15	10
.....			.....			14·	3	6	2	0	3	10	16·2	186	12	0	11	8	5
180	0	0	65	7	3	5·32	182	2	6	34	2	6	20·7	40	2	9	1	15	1
309	2	10	4	15	2	41·42	339	0	3	8	2	11	56·7	285	11	4	5	0	7
56	7	0	1	10	3	35·83	78	6	6	2	3	0	34·7	101	14	8	2	15	0
.....			.....			15·	8	14	11	0	9	6	33·	177	8	3	5	6	1
252	3	6	4	0	6	39·42	261	6	1	6	10	1	43·1	265	4	7	6	2	6
51	10	0	1	5	1	41·25	62	2	6	1	8	1	41·8	92	4	9	2	3	4
332	3	0	4	1	2	87·17	358	3	6	4	1	9	58·	339	4	9	5	13	7
62	0	0	2	5	1	27·92	72	6	6	2	9	6	32·3	94	7	0	2	14	9
357	13	0	3	6	10	110·83	326	2	6	2	15	1	117·	354	5	0	3	0	5
308	5	0	8	1	3	59·17	435	14	6	7	5	10	49·8	500	2	6	10	0	8
316	5	6	7	4	4	37·75	441	4	6	11	11	0	42·4	255	7	9	6	0	5
.....			.....			58·45	175	6	8	3	0	0	43·4	245	12	0	5	10	7
.....			.....			38·36	201	5	1	5	4	0	21·2	224	7	0	10	9	5
306	4	6	8	3	8	51·92	330	14	1	6	6	0	76·2	366	5	0	4	12	11
192	6	0	4	2	8	33·5	217	14	6	6	8	1	33·2	226	4	5	6	13	1
206	14	2	2	13	5	35·17	256	12	2	7	4	10	41·7	214	10	9	5	2	4
351	11	6	8	5	5	27·33	324	10	6	11	14	1	32·8	236	12	9	7	3	6
206	4	8	6	4	8	45·58	308	15	5	6	12	5	29·2	305	6	4	10	7	4
.....			.....			35·17	159	13	4	4	8	9	22·2	226	2	6	10	3	0
.....			.....			21·	2	2	6	0	1	8	42·2	204	12	5	4	13	8
386	8	2	2	10	10	59·83	282	6	2	4	11	6	73·9	369	3	8	4	15	11
.....			.....			24·25	164	4	1	6	12	4	20·8	213	10	6	10	4	4
.....			.....			32·08	188	13	0	5	14	2	28·	412	2	6	14	11	6
240	0	0	24	0	0	9·33	247	0	0	26	7	7	77·	262	12	9	3	6	7
207	7	3	9	6	10	18·67	221	1	2	11	13	5	31·	196	0	7	6	5	2
222	3	0	13	1	1	28·	242	9	0	8	10	7	30·4	204	0	0	6	11	4
127	8	0	63	12	0	5·92	128	5	0	21	10	9	17·8	149	2	0	8	6	1
.....			.....			32·	24	14	3	0	12	5	27·2	100	2	9	3	10	11
188	0	0	5	8	6	29·67	188	5	0	6	5	7	37·7	180	13	8	4	12	9
189	6	8	23	10	10	21·25	152	15	0	7	3	2	21·8	126	15	2	5	13	2
.....			.....			...	.....			.....			33·2	101	0	10	3	0	8
190	12	0	5	9	9	22·08	199	3	6	9	0	4	26·3	86	13	11	3	4	10
160	13	4	4	0	4	45·	195	3	5	4	5	5	26·9	168	2	2	6	4	0
188	15	1	3	6	0	48·67	190	4	4	3	14	7	42·3	184	8	3	4	5	10
.....			.....			27·42	125	0	0	4	8	11	22·2	54	15	8	2	7	7
127	15	3	11	10	1	23·33	131	7	6	5	10	2	22·	122	3	8	5	8	11
169	6	8	2	5	2	59·5	372	5	0	6	4	1	50·2	261	8	2	5	3	4
300	0	0	11	4	0	24·17	248	7	2	10	4	6	22·7	325	10	0	14	5	6

the period, these columns cannot be filled in.

Colleges and Schools.	1854-55. Average Attendance.	1854-55. Total Cost.	1854-55. Cost of each Pupil's Education.	1855-56. Average Attendance.	1855-56. Total Cost.	1855-56. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Bansda, Ver. School ..	..	.....	.....	..	.....	.....	..
Kurunjalee, ditto	..	.....	.....	..	.....	.....	..
Kohar, ditto	..	.....	.....	..	.....	.....	..
Peuth, ditto	..	.....	.....	..	.....	.....	..
Malligaum, ditto	..	.....	.....	..	.....	.....	..
Barhe, ditto	..	.....	.....	..	.....	.....	..
Harsol, ditto	..	.....	.....	..	.....	.....	..
Shirusgaum, ditto	..	.....	.....	..	.....	.....	..
Ojhur, ditto	..	.....	.....	..	.....	.....	..
Nowsary, Madressa Zarthusti	..	.....	.....	..	.....	.....	..
Surat, English School belonging to Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution	..	.....	.....	..	.....	.....	90
Surat, Vernacular School, ditto ditto ..	..	.....	.....	..	.....	.....	85
Surat, ditto ditto	..	.....	.....	..	.....	.....	80
Surat, ditto ditto	..	.....	.....	..	.....	.....	55
Broach, ditto ditto....	..	.....	.....	..	.....	.....	40
Nowsary, ditto ditto ..	..	.....	.....	..	.....	.....	71
Oodwara, ditto ditto ..	..	.....	.....	..	.....	.....	20
Bilimora, ditto ditto ..	..	.....	.....	..	.....	.....	47
Bulsar, ditto ditto	..	.....	.....	..	.....	.....	27
Tarrapore, ditto ditto	..	.....	.....	..	.....	.....	..
Junagur Sanscrit Pathsala of Sourastra....	..	.....	.....	..	.....	.....	25
Junagur, Persian Maktab	..	.....	.....	..	.....	.....	18
Ditto Canya Shala ..	..	.....	.....	..	.....	.....	..
Bownugger, Girls' Sch.	..	.....	.....	..	.....	.....	..
Ahmedabad, Rao Bahadoor Muggunbhais Girls' School No. I.	..	.....	.....	..	.....	.....	67
Ditto ditto No. II.	..	.....	.....	..	.....	.....	17
Ahmedabad Nek Namdar Sukhaviti Bahadoor Shetani Hurcooverbai's Girls' Sch.	..	.....	.....	..	.....	.....	..
Ahmedabad Regimental Schools belonging to the Guzerat Irregular Horse (Ver. and Persian Schools).	..	.....	.....	..	.....	.....	..
CENTRAL DIVISION.							
Central School	487	14,888 13 0	30 9 2	519	13,240 11 11	25 8 2	492

1856-57.		1857-58.			1858-59.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p		Rs. a. p.	Rs. a. p.		Rs. a. p	Rs. a. p.
....	.....	18	31 6 4	1 11 11	22·2	180 9 9	8 2 2
....	.....	..	.....	.....	4·3	144 0 0	33 7 1
.....	.....	..	.....	.....	9.	160 4 10	17 13 0
.....	.....	..	... .	.....	21	180 0 0	8 9 2
.....	.....	..	.....	.....	14.	144 0 0	10 4 7
.....	.....	..	.....	.....	17 3	115 9 7	6 10 11
....	.....	..	.....	.....	11·6	138 0 0	11 14 4
....	.....	..	.....	.....	12·5	156 0 0	12 7 8
.....	.....	..	.....	.....	5·4	122 9 11	22 11 4
.....	.....	..	.....	.....	223·	2,491 2 9	11 2 9
1070 15 8	11 14 5	109	1159 12 5	10 10 3	120·		
316 9 6	3 11 7	59	333 3 7	5 10 4	95·	2,308 11 6	6 8 8
246 5 2	3 1 3	62	261 11 0	4 3 6	75·		
259 12 6	4 11 7	46	217 7 6	4 11 8	63·		
171 8 0	4 4 8	42	173 4 3	4 2 0	38·	172 8 0	4 8 8
Not known.	Not known.	71	Not known.	Not known.	90·	533 0 0	5 14 9
129 0 0	6 7 2	20	129 0 0	6 7 2	10·		
168 0 0	3 9 2	47	168 0 0	3 9 2	50·	690 1 3	6 0 0
120 0 0	4 7 1	27	120 0 0	4 7 1	23·		
.....	.....	..	.....	.....	32·		
110 0 0	4 6 5	24	124 12 0	5 3 2	21·4	131 7 0	6 2 5
90 0 0	5 0 0	16	94 8 0	5 14 6	10·8	78 7 8	7 4 7
.....	.....	..	.....	.....	3·3	8 9 3	2 10 1
.....	.....	40	280 0 0	7 0 0	54·8	296 0 0	5 6 6
351 13 4	5 4 0	62·58	385 1 3	6 2 5	58·4	356 8 11	6 1 8
159 12 7	9 6 5	22·17	141 11 2	6 6 3	16·1	147 3 3	9 2 3
.....	.....	52·4	282 0 0	5 6 1	54·9	349 3 6	6 5 9
.....	.....	38	384 0 0	10 1 8	106	384 0 0	3 9 11
15,606 14 11	31 11 6	478	20,892 8 9	43 11 1	505	19,181 2 6	37 15 8

Colleges and Schools.	1854-55. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1855-56. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Poona College School.	299	1,574 2 2	5 4 3	292	1,721 4 5	5 14 4	303
Fort Branch Superior Anglo-Ver. School..	129	3,172 0 0	24 9 6	172	3,433 0 0	20 0 0	190
Juggonath Sunkersett, ditto.....	..	.....	.....	..	.....	.....	..
Gokuldas Tejpal, ditto.	..	.....	.....	..	.....	.....	..
Poona Camp, ditto....	..	.....	.....	..	.....	.....	132
Sattara, ditto	..	.....	.....	73	1,559 8 0	15 0 0	84
Ahmednugger, ditto ..	51	2,537 0 0	49 11 8	56	2,630 0 0	46 15 5	49
Sholapoor, ditto	..	.....	.....	40	1,177 11 6	29 7 1	42
Mumbadevee, Inferior ditto	153	1,390 0 0	9 1 0	144	714 0 0	5 0 0	127
Amerchundwadee, ditto	112	669 12 0	5 15 8	185	606 0 0	3 4 4	201
Waee, ditto.....	79	676 12 0	8 9 0	69	642 11 6	9 5 0	117
Sungumneir, ditto	..	.....	.....	..	.....	.....	22
Kurar, ditto	100	1,533 11 10	15 5 5	99	608 0 0	6 2 3	103
Pundhurpoor, ditto ..	95	433 12 0	4 9 0	102	580 2 10	5 11 0	95
Phultun, ditto.....	7	109 14 0	15 11 1	9	211 1 0	23 7 3	10
Mahableshwer, ditto ..	..	.....	.....	..	.....	.....	68
Yewla, ditto.....	..	.....	.....	..	.....	.....	24
Bombay, Hindoostanee School	14	383 9 0	27 6 4	13	380 4 0	29 4 0	12
Loharchal, Murathee do	96	1,188 8 0	13 10 6	94	1,146 0 0	12 3 0	103
Vithulwadee, ditto...	51	384 4 2	7 8 6	57	390 0 0	6 3 5	62
Bombay Worlee, ditto.	..	.....	.....	..	.....	.....	36
Ahmednugger, Murathee School No. I.	110	465 3 0	4 3 8	148	508 1 10	3 6 11	75
Ditto ditto No. II	72	426 8 11	5 14 9	109	474 9 9	4 6 7	78
Ditto ditto No. III.	103	328 5 2	3 3 0	80	409 11 0	5 1 11	67
Ditto ditto Murathee School (Police)....	..	.....	.....	..	.....	.....	..
Ditto (Low [caste] do.	23	146 10 0	6 6 0	34	128 14 0	3 12 8	50
Akolnair, ditto	25	88 0 0	3 8 4	30	236 9 6	7 14 2	28
Rahooree, ditto	43	171 9 0	3 15 10	85	215 15 6	2 8 5	61
Wokdee, ditto.....	..	.....	.....	..	.....	.....	23
Sungumneir, ditto	100	315 7 6	3 2 6	80	375 11 0	4 11 2	77
Dhandhurphul, ditto..	24	158 13 6	6 9 11	24	199 15 0	8 5 3	23
Penigiree, ditto	..	.....	.....	..	.....	.....	20
Sungumneir, Hindoostanee School	29	152 8 0	5 4 2	29	166 5 0	5 11 9	30
Akoleh, Murathee do..	86	402 3 0	4 10 10	74	493 13 6	6 10 9	81
Kotul, ditto	31	165 4 0	5 5 3	25	195 6 1	7 13 1	37
Indooree, ditto	..	.....	.....	..	.....	.....	29
Thangaum, ditto	..	.....	.....	..	.....	.....	22
Sumserpore, ditto	..	.....	.....	..	.....	.....	18
Dubereh, ditto	..	.....	.....	..	.....	.....	18
Jowleh, ditto	..	.....	.....	..	.....	.....	18
Dhamangam, ditto....	..	.....	.....	..	.....	.....	20
Sinnur, ditto	33	186 9 5	5 10 6	55	316 13 9	5 12 2	6

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		Average Attendance.	Total Cost.			Cost of each Pupil's Education.	
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a. p.		Rs.	a.	p.	Rs.	a. p.
4,223	8	11	13	15	0	183	5,944	7	6	32	7 9	138	6,883	11	5	49	14 1
3,584	0	0	18	13	0	198	3,843	9	0	19	6 7	209	3,764	9	4	18	0 2
.....			.....			118	1,547	11	6	13	1 10	129	2,627	1	10	20	5 10
.....			.....			61	414	13	0	6	12 10	83	2,154	2	10	25	15 3
2,307	12	4	17	6	4	128	1,942	15	5	15	2 10	100	2,377	3	1	23	12 4
1,586	6	6	18	11	2	68	1,619	8	3	23	13 0	47	1,534	5	6	32	10 4
2,686	9	8	54	13	3	68	2,644	3	6	38	14 2	46	2,712	11	7	58	15 7
1,236	8	0	29	6	4	46	1,214	11	0	26	6 6	41	1,211	0	0	29	8 7
707	0	0	5	9	0	123	685	7	0	5	9 2	95	1,006	9	0	10	9 6
749	13	0	3	11	8	231	692	3	0	2	15 11	264	834	14	0	3	2 5
654	9	5	5	9	5	131	590	8	9	4	6 4	77	564	4	5	7	5 3
361	1	1	16	6	7	18	391	15	9	21	12 5	12	376	1	6	31	1 8
934	5	6	9	0	6	72	633	13	6	7	3 2	74	598	11	3	8	1 5
161	6	1	6	4	10	86	555	11	0	6	6 4	70	572	8	6	8	2 10
183	15	0	17	5	0	11·4	182	4	0	15	14 4	9	185	0	0	20	8 11
243	0	0	3	8	11	32	356	13	6	11	2 5	20	290	3	3	14	8 2
687	12	0	28	10	6	15	734	3	0	48	15 0	10	652	6	10	65	3 10
372	0	0	31	0	0	10	372	0	0	37	3 2	11	371	0	0	33	11 8
1,130	8	0	10	15	7	107	1.137	4	0	10	10 4	71	894	2	3	12	9 5
364	8	0	5	12	1	73	361	10	0	4	2 6	78	353	3	3	6	9 1
155	13	0	4	5	3	34	147	2	0	4	5 3	25	155	6	0	5	4 6
616	7	0	8	3	6	93	413	8	0	4	7 1	88	388	1	0	4	6 6
490	4	9	6	4	7	95	399	11	2	4	3 2	78	386	2	10	4	15 3
356	12	8	5	5	2	84	322	6	9	3	13 5	78	338	10	9	4	5 5
.....			.....			34	229	13	0	6	11 9	51	163	1	0	5	2 6
188	5	6	3	12	3	65	183	1	9	2	13 1	57	168	14	6	2	15 5
218	9	6	7	12	11	16	196	13	1	12	4 9	27	199	9	0	7	6 3
184	11	10	3	0	5	52	179	14	0	3	7 4	75	168	14	6	2	4 0
220	1	6	9	9	1	24	201	2	0	8	6 1	23	207	1	0	9	0 0
345	8	11	4	7	10	69	334	10	1	4	13 7	71	302	1	3	4	4 1
163	2	6	7	1	6	23	157	6	6	6	13 6	23	155	14	0	6	12 6
166	8	9	8	5	2	16	136	4	0	8	8 0	15	137	0	2	9	2 1
160	7	0	5	5	7	34	127	11	6	3	12 1	35	150	6	6	4	4 9
502	8	8	6	3	3	68	452	1	9	6	10 4	49	425	2	8	8	10 10
179	9	10	4	13	8	38	159	4	4	4	3 1	34	154	7	10	4	8 8
194	13	8	6	11	5	12	125	13	11	10	7 9	4	123	3	0	30	12 9
185	8	1	8	6	10	17	135	12	1	7	15 9	18	132	14	11	7	6 2
180	2	4	10	0	1	13	132	8	3	10	3 1	11	133	0	0	12	1 5
152	6	0	8	7	5	13	127	15	0	9	13 5	9	125	11	6	13	15 6
152	15	8	8	7	11	8	124	11	4	15	9 5	8	123	0	8	15	6 1
189	5	7	9	7	6	13	124	1	0	9	8 8	12	40	0	0	3	5 4
332	12	6	5	8	9	57	241	1	0	4	3 8	55	229	11	0	4	2 9

Colleges and Schools.	1854-55.				1855-56.				
	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.	
Wavee, Murathee Sch.	30	165 1 0		5 8 0	27	184 4 6		6 13 2	26
Korhaleh, ditto	37	163 0 0		4 6 6	40	197 11 6		4 15 1	32
Khopdee, ditto	..	.....		.....	..	.....		.....	12
Pangree, ditto	..	.....		.....	..	.....		.....	12
Wudanglee, ditto	..	.....		.....	..	.....		.....	26
Trimbuck, ditto	46	174 5 0		3 12 8	43	267 6 1		6 3 6	37
Nassick, ditto	152	683 5 6		4 7 10	118	966 5 8		8 3 0	109
Sykhedeh, ditto	..	.....		.....	54	185 11 0		3 7 0	45
Nassick, Hindoostanee School	..	.....		.....	..	.....		.....	18
Sykhedeh, ditto	..	.....		.....	6	8 0 0		1 5 4	12
Dindoree, Murathee do.	46	158 14 0		3 7 3	27	219 1 3		8 1 10	37
Mohadee, ditto	..	.....		.....	..	.....		.....	22
Wurkhedeh, ditto	..	.....		.....	..	.....		.....	23
Wunee, ditto	..	.....		.....	..	.....		.....	29
Chandoree, ditto	100	234 2 6		2 5 6	106	325 7 6		3 1 2	94
Sookeneh, ditto	34	155 9 0		4 9 2	44	216 13 0		4 14 10	44
Vinchoor, ditto	88	120 0 0		1 5 10	77	374 3 5		4 4 9	90
Dhodumbeh, ditto	..	.....		.....	19	92 8 0		7 3 11	24
Pimpulgaon, ditto	..	.....		.....	..	.....		.....	43
Niphar, ditto	..	.....		.....	..	.....		.....	37
Ozur, ditto	..	.....		.....	..	.....		.....	48
Nundeermudmeshwer, ditto	..	.....		.....	..	.....		.....	26
Palkhed, ditto	..	.....		.....	..	.....		.....	19
Karsool, ditto	..	.....		.....	..	.....		.....	16
Vinchoor (low caste) ditto	..	.....		.....	..	.....		.....	18
Yewla, ditto	102	362 12 0		3 8 11	115	477 10 9		4 2 2	149
Rahateh, ditto	27	151 15 1		5 10 0	28	220 0 4		7 13 8	26
Kopergaon, ditto	33	150 8 0		4 9 0	51	210 15 3		4 2 2	48
Poontambeh, ditto	40	210 0 0		5 4 0	57	275 15 6		4 13 3	59
Mukhed, ditto	..	.....		.....	..	.....		.....	20
Mahegaum, ditto	..	.....		.....	..	.....		.....	14
Kokumthan, ditto	..	.....		.....	..	.....		.....	20
Suwutsur, ditto	..	.....		.....	..	.....		.....	16
Nagdeh, ditto	..	.....		.....	..	.....		.....	38
Yewla, (Female) ditto	..	.....		.....	..	.....		.....	6
Newasseh, Murathee do.	..	.....		.....	..	.....		.....	69
Jamkhed, ditto	32	171 8 0		5 5 9	49	153 12 0		3 2 2	44
Khurdeh, ditto	23	178 0 0		7 11 10	74	184 8 0		2 7 11	45
Parnair, ditto	38	183 0 0		4 13 1	65	210 7 11		3 3 10	59
Ghodnudee, ditto	..	.....		.....	..	.....		.....	37
Kurjut, ditto	44	179 4 3		4 1 2	39	212 8 0		5 7 2	30
Sholapoor, ditto	116	485 13 0		4 3 0	134	424 13 9		3 2 9	127
Barshee, ditto	88	318 14 3		3 13 6	77	392 14 6		5 1 8	73
Vyrag, ditto	38	168 0 9		4 6 9	39	188 2 0		4 13 2	25
Pangaon, ditto	31	30 0 0		0 15 6	18	139 11 0		7 12 2	28
Madeh, ditto	52	281 3 0		5 6 6	53	289 9 0		5 7 5	71

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
160	1	0	6	2	6	26	154	8	0	5	15	1	26	150	10	0	5	12	8
161	3	8	5	0	7	31	161	5	0	5	3	3	37	159	12	0	4	5	1
149	11	10	12	7	7	10	123	8	0	12	5	7	11	121	7	6	11	8	0
141	6	8	11	12	6	11	124	13	0	11	5	6	10	106	10	6	10	10	7
197	14	0	7	9	9	18	153	2	0	8	8	1	13	127	0	6	9	12	4
195	5	8	5	4	6	36	217	10	9	6	8	0	32	164	4	7	5	2	1
723	3	6	6	10	2	91	622	9	0	6	13	6	65	547	3	7	8	6	8
201	11	0	4	7	9	30	184	8	0	6	2	5	34	211	10	0	6	3	7
139	6	6	7	11	1	15	136	6	6	9	1	6	14	132	10	0	9	7	7
117	2	0	9	12	2	12	60	0	0	5	0	0	12	122	5	0	10	2	11
171	13	6	4	10	3	24	169	6	3	7	0	11	25	182	2	0	7	4	6
265	15	8	12	1	5	21	207	0	6	9	12	9	16	200	15	9	12	8	11
165	5	0	7	2	9	22	135	14	11	6	2	10	20	131	9	9	6	9	3
408	0	9	14	1	1	16	105	2	8	6	9	2	60	235	0	3	3	14	8
260	11	9	2	12	4	44	231	7	7	5	4	2	45	235	5	4	5	3	8
163	7	6	3	11	5	46	168	9	0	3	10	7	42	164	4	1	3	14	7
319	11	0	3	8	10	42	287	9	1	6	13	6	50	276	1	0	5	8	4
138	10	7	5	12	0	15	143	14	0	9	9	5	14	124	5	0	8	14	1
369	13	6	8	9	7	25	259	4	9	10	5	11	27	260	7	6	9	10	4
235	13	9	6	5	11	33	208	6	0	6	5	0	32	196	2	6	6	2	1
263	1	6	5	7	8	30	264	11	9	8	13	2	20	250	10	0	12	8	6
207	13	6	7	15	6	17	190	1	0	11	2	9	18	186	0	6	10	5	4
213	2	0	11	3	5	14	191	3	6	13	10	6	15	187	3	3	12	7	9
157	15	4	9	13	11	17	134	2	0	7	14	2	16	52	3	6	3	4	2
106	15	7	5	9	9	15	108	13	0	7	4	1	10	108	7	6	10	13	6
528	10	10	3	8	8	105	369	2	0	3	8	3	64	314	13	11	4	14	9
162	8	6	6	4	4	30	164	3	0	5	7	7	30	160	5	6	5	5	8
185	14	0	3	13	11	48	178	2	9	3	11	5	40	173	9	6	4	5	5
256	8	0	4	5	6	52	559	8	0	10	12	2	53	246	12	7	4	10	6
250	9	10	12	8	5	14	185	14	9	13	4	5	11	180	0	0	16	5	9
169	11	9	12	1	11	11	129	10	3	11	12	7	9	99	5	2	11	2	4
149	1	4	7	7	3	24	131	0	6	5	7	4	23	124	7	6	5	6	7
162	4	0	10	2	3	12	134	10	0	11	3	6	10	132	8	0	13	4	0
211	5	6	5	9	0	22	185	15	0	8	7	2	24	72	4	0	3	0	2
136	7	4	22	11	10	8	118	4	4	14	12	6	4	60	0	0	15	0	0
339	13	9	4	14	9	45	272	6	0	6	0	10	39	284	13	0	7	4	10
173	12	6	3	15	2	32	168	5	0	5	4	2	26	166	9	0	6	6	6
192	5	0	4	4	6	31	164	1	0	5	4	8	33	150	6	6	4	8	11
167	3	11	2	13	4	58	185	3	6	3	3	1	58	180	13	0	3	1	14
212	9	2	6	7	1	30	141	2	0	4	11	3	71	181	8	6	2	6	7
170	0	6	5	10	8	89	196	11	6	6	12	6	34	156	6	0	4	9	7
469	14	6	3	9	7	111	453	0	0	4	1	3	115	495	1	0	4	4	9
309	7	6	4	3	4	63	247	10	3	3	14	4	32	230	13	8	7	3	5
159	10	6	6	3	2	48	153	4	0	3	6	4	19	158	8	0	8	5	5
124	14	6	4	4	7	36	122	8	0	3	10	4	36	153	5	8	4	4	1
224	4	6	3	2	0	57	270	2	6	4	11	2	63	226	11	6	3	9	6

Colleges and Schools.	1854-55. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1855-56. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Pangray, Mur. School.	..	.....	.....	11	171 4 0	15 9 1	20
Mohol, ditto	47	184 0 0	3 14 7	45	223 9 0	4 15 6	52
Kurmaleh, ditto.....	60	219 6 7	3 10 6	79	391 13 0	4 15 4	81
Luwool, ditto	..	.....	.....	19	214 14 0	11 4 11	24
Junere, ditto	76	367 4 4	4 13 4	78	395 0 0	5 1 0	100
Pimpulwundee, ditto..	24	329 1 4	13 11 5	31	219 7 2	7 1 3	29
Hivreh, ditto	20	159 0 0	7 15 2	23	167 10 0	7 4 7	21
Dingoreh, ditto	..	.....	.....	38	190 1 4	5 0 1	27
Rajoree, ditto.....	..	.....	.....	37	182 5 1	4 14 10	35
Ootoor, ditto	..	.....	.....	..	.....	.....	30
Junere, Hindoostanee ditto.....	..	.....	.....	27	10 15 6	0 6 6	35
Awusury, (Khurd) do.	28	182 0 11	6 8 0	34	208 1 8	6 1 11	40
Tulligaum, (Dhumdaray) ditto	53	200 11 0	3 12 7	56	179 8 0	3 3 3	59
Pabul, ditto	..	.....	.....	..	.....	.....	..
Narayengaon, ditto ..	..	.....	.....	32	188 3 6	5 14 1	71
Wurgaon, ditto	..	.....	.....	..	.....	.....	45
Muncher, ditto	..	.....	.....	11	102 15 4	9 5 9	16
Chandolee, ditto.....	..	.....	.....	..	.....	.....	136
Awsury (Boodrook) do.	..	.....	.....	15	87 4 0	5 13 1	203
Khed, ditto	36	201 3 0	5 9 5	54	267 8 0	4 15 3	68
Kudoos, ditto	55	225 8 0	4 1 7	61	272 4 0	4 7 5	74
Chas, ditto	25	165 0 0	6 9 7	27	175 10 0	6 8 1	40
Ghoday, ditto.....	32	221 1 0	6 14 6	39	214 8 0	5 8 0	45
Chakun, ditto.....	25	184 11 9	7 6 3	31	225 3 1	7 4 2	28
Tullegaon (Dabhaday) ditto.....	..	.....	.....	39	120 6 0	3 1 4	33
Nimbgaon, ditto.....	..	.....	.....	..	.....	.....	29
Waday, ditto	..	.....	.....	40	91 4 0	2 4 6	33
Alandee, ditto.....	..	.....	.....	..	.....	.....	22
Mahaloonga, ditto	..	.....	.....	..	.....	.....	10
Pimpulgaon, ditto....	..	.....	.....	..	.....	.....	15
Buhool, ditto	..	.....	.....	..	.....	.....	11
Pimpley, ditto	..	.....	.....	..	.....	.....	12
Nighojey, ditto	..	.....	.....	..	.....	.....	12
Pond, ditto.....	26	155 1 0	5 15 5	37	184 8 0	4 15 9	29
Poona, ditto No. I....	161	649 9 5	4 0 6	181	978 8 0	5 6 6	176
Ditto ditto No. II. ..	55	266 0 0	4 13 5	86	373 14 0	4 5 7	95
Ditto ditto No. III..	131	360 0 0	2 12 0	167	555 12 0	3 5 3	163
Shiwapoor, ditto.....	36	171 7 0	4 12 9	39	156 7 6	4 0 2	37
Chinchwud, ditto	57	184 12 0	3 3 10	71	195 6 0	2 12 0	69
Kewley, ditto	25	40 0 0	1 9 7	26	138 1 0	5 5 0	21
Churolee, ditto	..	.....	.....	24	4 0 0	0 2 8	37
Donje, ditto.....	..	.....	.....	..	.....	.....	13
Saswud, ditto	56	258 3 0	4 9 9	63	346 1 5	5 7 11	60
Supay, ditto	34	176 2 0	5 2 11	46	194 15 2	4 3 10	39
Jejoree, ditto	90	529 0 6	5 14 1	89	446 1 5	5 0 2	100
Walbey, ditto.....	74	205 4 3	2 12 5	59	196 10 0	3 5 4	52

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
125	2	0	6	2	6	14	124	1	0	8	13	9	17	143	7	6	8	7	0
197	1	6	3	12	3	54·4	200	8	0	3	9	2	48	188	15	6	3	15	0
262	14	6	3	3	9	56	219	15	0	3	12	9	50	224	12	5	4	7	11
229	9	6	5	6	3	18	121	12	0	6	7	9	13	134	7	0	10	5	5
367	11	10	3	10	2	78	353	5	9	4	8	0	40	395	3	0	9	14	1
202	5	2	6	14	5	29	182	12	11	6	3	2	25	192	12	7	7	11	5
157	11	6	7	5	11	27	157	11	6	5	10	4	28	167	8	1	5	15	9
125	5	0	4	9	7	33	126	12	0	3	12	10	20	139	5	0	6	15	5
127	15	6	3	9	0	38	128	2	6	3	5	7	34	161	15	0	4	12	2
370	3	7	12	2	0	33	237	2	6	7	2	11	47	224	3	0	4	12	4
137	5	6	3	9	7	19	126	4	0	6	6	10	16	136	12	3	8	8	9
189	10	4	4	11	2	33	178	3	0	5	5	9	34	211	2	6	6	3	4
234	4	6	3	15	2	55	185	7	0	3	5	3	51	212	13	6	4	2	9
.....			.....			..	.....			.....			25	68	0	0	2	11	9
269	0	8	2	11	3	21	200	13	0	9	9	0	25	68	6	0	2	11	9
252	1	8	5	9	0	34	191	8	6	5	8	5	37	191	5	6	5	2	9
193	8	10	11	9	5	17	194	10	0	11	3	2	17	205	11	6	12	1	7
175	11	8	12	14	4	7	134	12	6	18	3	2	11	123	1	0	11	3	0
135	7	0	6	10	6	26	124	14	6	4	11	10	28	158	5	0	5	10	6
229	13	0	3	5	10	71	218	1	6	3	1	0	62	247	7	6	3	15	10
220	15	0	2	15	8	84	217	3	7	2	9	3	86	242	8	1	2	13	1
166	2	6	4	2	6	46	163	15	6	3	8	7	71	177	7	0	2	8	0
200	2	10	4	5	11	50	184	13	0	3	11	1	47	193	12	6	4	2	0
200	7	4	6	15	9	34	190	13	6	5	8	1	38	204	7	6	5	6	1
314	8	0	9	4	5	28	308	3	6	10	9	7	74	353	14	0	4	12	6
197	2	4	9	6	10	31	132	12	0	4	3	8	25	160	3	0	6	6	6
191	11	6	5	11	3	17	182	5	6	10	1	7	35	211	2	0	6	0	6
124	8	0	5	9	7	26	136	13	6	5	4	3	18	138	0	0	7	10	8
173	4	5	16	13	1	21	135	5	0	6	7	1	22	140	7	6	6	6	2
186	11	3	12	3	2	20	135	12	0	6	10	5	20	137	8	6	6	14	0
182	8	9	16	4	9	18	136	3	6	7	9	1	18	143	13	0	7	15	10
184	13	3	15	4	4	14	135	2	0	9	1	7	14	137	8	6	9	13	2
174	14	5	13	10	6	13	135	10	6	10	4	9	14	137	10	0	9	13	3
158	13	0	5	5	3	34	152	4	0	4	7	6	23	169	2	0	7	5	8
909	6	7	5	2	6	135	869	5	0	6	6	8	82	762	13	6	9	4	10
289	9	5	3	0	7	89	299	4	9	3	5	5	80	320	3	6	4	0	1
515	1	8	3	2	3	147	501	4	3	3	6	5	133	570	14	6	4	4	8
166	3	0	4	6	6	23	152	9	0	6	6	6	27	162	9	6	6	0	4
211	8	6	3	0	7	38	228	13	0	5	15	8	32	226	4	6	7	1	2
129	2	0	5	15	2	15	125	11	0	8	4	9	12	158	11	0	13	3	7
187	13	6	5	3	7	29	186	6	6	6	5	5	22	213	15	6	9	11	7
106	6	6	8	2	11	24	135	8	6	5	10	4	17	129	0	0	7	9	5
329	6	0	5	7	4	48	320	4	6	6	10	0	30	320	9	6	10	11	0
258	0	9	6	8	5	34	177	0	0	5	1	9	17	189	15	6	11	2	10
462	5	10	4	9	6	103	412	8	9	3	15	10	115	359	15	0	3	2	1
206	12	2	3	14	10	49	214	10	0	4	6	1	38	222	14	0	5	13	10

Colleges and Schools.	1854-55. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	1855-56. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	Average Attendance.
Purincheh, Mur.School	37	118 9 3	3 3 3	46	159 14 9	3 7 8	30·
Belsur, ditto	27	75 6 0	2 12 8	55	101 6 6	1 13 6	42·
Pargaon, ditto	23	89 8 6	3 14 3	22	112 13 0	4 10 9	22·
Poor, ditto	15	74 8 0	4 15 6	16	96 4 0	6 0 3	11·
Kodhit, ditto	42	68 12 0	1 10 2	44	198 11 7	4 8 3	21·
Guradeh, ditto	18	74 8 0	4 2 3	15	91 8 6	6 1 8	11·
Veer, ditto	19	64 5 0	3 6 2	28	99 6 9	3 8 10	38·
Rajapoor, ditto	12	61 8 0	5 2 0	13	76 8 0	5 14 2	12·
Pangareh, ditto	20	60 15 3	3 0 9	22	66 6 0	3 0 3	13·8
Chamblee, ditto	20	58 13 2	2 15 1	19	83 15 8	4 6 9	16·9
Sanoree, ditto.....	18	69 6 5	3 13 8	17	82 8 0	4 13 8	15·
Jadhwachiwadee, ditto.	21	53 0 0	2 8 5	28	81 9 1	2 14 7	22·
Hivray, ditto	15	60 7 4	4 0 6	15	75 8 3	5 0 7	13·
Ekhutpoor, ditto	27	63 5 0	2 5 6	30	89 1 0	2 15 6	26·
Nahavi, ditto	15	56 3 9	3 12 0	15	73 2 3	4 14 0	11·8
Mandhur, ditto	12	50 15 5	4 3 11	15	66 4 6	4 6 8	12·
Kothulih, ditto	21	27 8 0	1 4 11	16	63 6 0	3 15 5	14·
Mandkee, ditto	15	53 14 3	3 9 6	15	58 12 9	3 14 9	11·
Nimboot, ditto	20	51 4 0	2 9 0	18	65 3 0	3 9 11	14·
Malshirus, ditto.....	13	57 5 0	4 6 6	19	62 11 0	3 4 10	11·8
Rakh, ditto.....	14	50 12 6	3 10 0	17	57 9 0	3 6 2	5·7
Pimpree, ditto	11	20 0 0	1 13 1	11	52 3 0	4 11 11	9·
Shingapore, ditto	..	.....	.....	18	54 12 8	3 0 8	15·
Morgaon, ditto	24	85 13 2	3 9 3	27	120 4 0	4 7 3	24·
Lonee, ditto.....	24	82 3 6	3 6 10	19	98 15 0	5 3 4	18·
Muroom, ditto	21	72 15 0	3 7 7	26	89 14 6	3 7 4	22·
Baboordee, ditto.....	15	25 0 0	1 10 8	14	70 1 0	5 0 1	8·9
Madway, ditto	14	53 10 5	3 13 4	9	68 8 0	7 9 9	12·
Malegaon, ditto	48	127 1 6	2 10 4	38	139 14 0	3 10 11	31·
Oondowdee, ditto	8	66 8 0	8 5 0	7	82 13 0	11 13 3	8·8
Kurahtee, ditto	14	61 12 0	4 6 7	11	66 0 0	6 0 0	9·8
Korahlih, ditto	15	60 4 0	4 0 3	15	61 12 0	4 1 10	22·
Deoolgaon, ditto	14	54 11 6	3 14 6	14	59 9 0	4 4 1	10·
Wurgaon, ditto	20	79 1 6	3 15 3	18	86 8 1	4 12 11	23·
Pundurih, ditto	27	60 1 0	2 3 7	21	60 10 0	2 1 4	23·
Pimpree, ditto	15	3 3 2	0 3 5	16	54 4 0	3 6 3	8·
Julgaon, ditto.....	14	49 2 11	3 8 3	12	50 0 9	4 2 9	11·
Goolunchey, ditto	26	55 12 0	2 2 4	27	76 11 0	2 13 5	26·
Pandeshwer, ditto	6	51 6 8	8 14 1	..	.....	.....	10·
Ambee, ditto	18	55 10 0	3 1 5	22	67 0 0	3 0 9	15·
Chopduj, ditto	15	50 8 0	3 5 10	14	48 13 9	3 7 10	14·
Kolevihere, ditto	9	60 3 2	6 11 0	9	67 0 0	7 7 1	11·
Diway, ditto	18	72 6 10	4 0 5	16	93 15 1	5 13 11	15·
Dhunkowdee, ditto ..	..	.....	.....	16	16 0 0	1 0 0	12·
Waghapore, ditto	..	.....	.....	8	6 5 2	0 12 8	23·
Nyagaon, ditto	..	.....	.....	..	.....	.....	..
Supay, (Khurd) ditto.	..	.....	.....	..	.....	.....	14·
Sassoor, (Female) ditto.	..	.....	.....	32	48 0 10	1 8 0	24·
Supay, ditto	..	.....	.....	..	.....	.....	7

1856-57.				1857-58.					1858-59.				
Total Cost.			Cost of each Pupil's Education.		Average Attendance.	Total Cost.			Cost of each Pupil's Education.		Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs. a. p.			Rs.	a.	p.	Rs. a. p.			Rs.	a.	p.	Rs. a. p.		
136	7	6	4 8 9		37·	123	8	9	3 5 5		30·	179	12	3	5 15 10		
92	2	7	2 2 10		42·	95	14	0	2 4 0		32·	106	9	0	3 5 3		
82	4	3	3 11 2		25·	61	2	0	2 6 5		17·	77	15	0	4 9 4		
76	2	0	6 14 8		14·	76	10	6	5 5 9		13·	86	11	6	6 10 9		
91	5	10	4 3 0		17·	65	8	5	3 13 8		13·	63	11	6	4 14 5		
66	8	5	5 10 11		13·	66	9	0	5 0 0		13·	70	5	0	5 6 6		
74	12	0	1 15 2		38·	78	9	9	2 0 9		32·	93	3	0	2 14 7		
63	14	0	5 1 7		8·	65	6	6	7 12 11		6·	63	11	3	10 9 10		
66	11	0	4 13 3		12·	69	2	6	5 12 3		9·	65	15	3	7 5 3		
65	7	6	3 13 11		18·	82	15	3	4 7 2		11·	68	14	3	6 4 2		
69	14	6	4 7 2		22·	76	0	11	3 6 3		20·	67	1	0	3 5 8		
67	6	4	3 0 5		22·	69	6	0	3 2 0		14·	67	15	0	4 13 8		
64	10	6	4 10 0		11·	65	6	0	5 12 6		9·	84	15	0	9 7 0		
75	1	5	2 13 3		39·	66	10	6	1 10 8		29·	67	12	0	2 10 4		
58	4	6	4 14 10		8·4	64	12	6	7 11 4		5·	58	15	9	11 12 9		
58	10	0	4 9 9		13·	58	12	6	4 6 1		11·	57	2	0	5 3 1		
57	12	0	4 2 0		9·	57	10	3	6 1 0		11·	63	4	8	5 12 1		
53	15	6	4 9 9		9·6	55	15	6	5 13 1		8·	50	13	6	6 5 8		
56	12	4	4 0 10		11·	66	1	3	6 0 1		5·	69	10	6	13 14 11		
56	13	6	4 13 0		11·	57	4	6	5 0 8		7·	56	10	6	8 1 6		
53	10	3	9 6 6		7·	51	7	6	7 3 10		7·	50	10	6	7 3 9		
51	7	0	5 3 11		11·7	57	12	6	4 14 11		7·	51	4	3	7 5 2		
56	6	6	3 10 10		21·	61	14	0	2 13 11		9·	52	5	6	5 13 1		
91	15	6	3 11 0		22·	102	15	3	4 10 5		29·	90	6	0	3 1 10		
88	12	0	4 15 5		13·	83	9	0	6 6 10		10·	85	2	0	8 8 2		
74	2	6	3 5 1		19·	85	12	0	4 8 3		15·	81	9	9	5 7 1		
63	2	0	7 0 0		4·8	62	3	0	12 11 2		8·	63	8	0	7 15 0		
65	11	1	5 2 1		17·3	51	6	6	2 15 6		17·	53	0	0	3 1 11		
112	14	8	3 10 3		25·	114	9	6	4 8 8		17·	106	6	0	6 4 1		
63	11	0	7 3 9		13·	73	8	0	5 9 9		15·	70	4	0	4 10 11		
42	5	2	4 5 1		11·	54	10	0	4 15 5		9·	58	0	6	6 7 2		
67	13	0	3 0 7		29·	69	11	1	2 6 5		20·	67	3	2	3 5 9		
54	9	11	5 4 0		7·	62	6	9	8 6 7		12·	62	14	9	5 3 11		
61	11	6	2 6 2		26·	67	1	6	2 9 3		11·	58	0	6	5 4 5		
63	12	6	2 11 0		21·	66	5	6	3 0 10		14·	74	10	1	5 5 3		
50	13	0	5 14 4		10·	51	9	0	5 0 4		8·	53	9	4	6 11 2		
53	12	6	4 11 4		12·	60	7	6	4 13 11		8·	51	13	6	6 7 8		
69	5	7	2 10 8		23·	74	4	3	3 3 0		22·	76	13	9	3 6 5		
36	8	2	3 7 6		8·3	57	7	0	6 13 10		9·	57	4	6	6 5 10		
58	1	11	3 11 11		6·5	62	3	0	9 8 10		13·	63	13	6	4 14 7		
50	13	0	3 6 11		11·	51	14	6	4 11 6		8·	63	9	6	7 15 2		
50	8	0	4 3 10		18·	50	13	0	2 13 2		6·	40	2	0	6 11 0		
67	8	1	4 6 7		15·	103	2	9	6 9 9		12·	101	5	6	8 7 1		
82	14	6	6 8 0		6·3	50	8	6	8 0 2		5·	49	6	6	9 14 1		
51	7	9	2 2 10		19·	61	5	6	3 3 8		15·	53	11	0	3 9 3		
.....			.....		..	.....			.....		14·	10	0	0	0 11 5		
77	9	0	5 4 9		9·	62	15	6	6 10 11		6·	65	5	6	10 6 3		
109	7	6	4 9 0		15·	56	12	0	3 11 8		14·	93	0	0	6 10 3		
72	2	10	10 4 11		8·	38	13	0	4 9 0		5·	37	1	6	7 6 8		

Colleges and Schools.	1854-55. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1855-56. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Sassoor (Low caste) Murathee School ..	..	.....	.....	36	47 9 1	1 5 2	26
Indapore, ditto	53	205 0 0	3 13 10	26	193 8 0	7 7 1	45
Baramuttee, ditto	101	226 12 1	2 3 11	157	373 12 0	2 6 1	118
Pulusdeo, ditto	..	.....	.....	45	255 15 8	5 11 0	41
Kaliachiwadee, ditto ..	..	.....	.....	9	129 13 10	14 6 10	15
Awut, ditto.....	..	.....	.....	7	88 14 8	12 11 3	14
Medhi, ditto	..	.....	.....	59	150 14 8	2 8 11	31
Sattara, ditto No. 1..	58	537 7 0	9 4 3	82	419 8 0	5 1 10	102
Ditto ditto No. 2..	132	184 5 11	1 6 4	119	229 0 0	1 14 10	118
Mahoolee, ditto	30	80 0 0	2 10 8	17	120 0 0	7 0 11	29
Dhawudshee, ditto....	..	.....	.....	36	90 8 8	2 8 3	31
Ruhimutpore, ditto ..	..	.....	.....	60	102 12 0	1 11 5	64
Chimongaon, ditto....	..	.....	.....	..	.....	.....	38
Wagholee, ditto	40	49 10 10	1 3 10	34	120 0 0	3 8 6	38
Pimpodih, ditto	..	.....	.....	40	87 14 8	2 3 2	34
Mussoor, ditto	..	.....	.....	77	206 12 0	2 10 11	78
Oomruj, ditto.....	..	.....	.....	36	80 15 6	2 4 0	38
Puttun, ditto	..	.....	.....	28	117 12 0	4 3 3	74
Chaphul, ditto	..	.....	.....	39	89 8 4	2 4 9	38
Kalay, ditto	..	.....	.....	32	165 12 0	5 2 11	30
Kasegaom, ditto.....	..	.....	.....	44	260 15 4	5 14 11	31
Belewday, ditto	..	.....	.....	..	.....	.....	29
Tambuway, ditto	..	.....	.....	..	.....	.....	27
Ashteh, ditto	..	.....	.....	94	369 2 0	3 14 10	104
Vishlampore, ditto....	..	.....	.....	82	384 8 4	4 11 0	88
Vitay, ditto.....	50	108 14 6	2 2 10	58	195 0 0	3 5 10	66
Kudegaom, ditto	50	61 1 0	1 3 6	19	96 0 0	5 0 10	52
Turudgaom, ditto	..	.....	.....	..	.....	.....	23
Phultun (Hindustanee), ditto.....	..	.....	.....	..	.....	.....	13
Garody, Murathee do.	..	.....	.....	..	.....	.....	..
Munrool, ditto	..	.....	.....	..	.....	.....	..
Mayanee, ditto	..	.....	.....	..	.....	.....	..
Phultun, ditto	56	127 12 0	2 4 6	46	187 9 9	4 1 3	42
Juth, ditto	24	120 12 0	5 0 6	33	169 8 0	5 2 2	36
Atpadee, ditto.....	30	120 0 0	4 0 0	41	138 0 0	3 5 10	34
The Parsee Benevolent Institution	..	.....	.....	..	.....	.....	32
The David Sassoon Industrial and Reformatory Institution	..	.....	.....	..	.....	.....	..
The Scottish Orphanages.							
Male	..	.....	.....	..	.....	.....	..
Female	..	.....	.....	..	.....	.....	..

1856-57.			1857-58.			1858-59.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
60 6 0	2 4 9	24	55 8 3	2 3 8	13	53 5 0	4 1 7
167 13 1	3 11 3	55	158 13 0	2 14 2	41	176 6 5	4 4 10
341 5 7	2 13 9	116	313 12 3	2 11 3	107	367 7 6	3 6 11
194 9 6	4 11 3	34	184 0 0	5 6 7	31	210 14 0	6 12 10
126 15 6	8 1 2	21	120 0 0	5 10 0	16	123 2 0	7 11 1
129 6 6	9 3 11	21	120 2 0	5 11 6	5	124 9 0	24 14 7
130 14 0	4 3 3	33	126 7 9	3 13 4	37	165 7 8	4 7 7
540 2 0	5 3 2	63	480 13 0	7 9 7	60	630 8 6	8 13 6
347 2 0	2 14 4	129	359 13 6	2 14 4	124	402 11 8	3 4 0
124 11 0	4 2 8	45	129 3 6	2 13 11	33	161 6 6	4 14 3
134 14 0	4 2 0	22	125 7 6	5 11 3	20	132 8 0	6 10 0
260 6 0	4 0 3	60	252 8 0	4 2 8	48	278 11 6	5 12 11
206 15 2	5 5 9	35	126 14 0	3 10 0	17	152 4 0	8 15 4
127 8 0	3 4 5	33	127 6 0	3 13 3	35	146 11 0	4 3 1
128 12 9	3 12 9	300	60 0 0	2 0 0	36	125 7 6	3 7 9
348 6 8	4 14 8	69	302 1 0	4 6 0	50	328 3 0	6 9 0
147 11 6	3 12 7	23	127 3 0	5 8 6	35	127 4 6	3 10 2
401 2 0	5 6 1	34	369 10 0	11 0 0	72	417 4 6	5 12 9
185 3 0	5 1 7	31	175 3 0	5 9 9	27	181 4 6	6 11 5
179 1 0	5 14 6	29	125 10 0	4 4 10	25	132 4 6	5 4 8
259 6 6	8 3 4	29	246 14 0	8 5 9	24	245 5 0	10 3 6
162 10 0	5 7 1	23	150 1 0	6 8 3	11	145 10 6	13 3 10
359 14 0	13 5 2	31	209 7 6	6 12 1	22	154 13 9	7 0 7
1,085 12 7	10 5 7	76	258 9 6	3 6 11	44	277 12 6	6 5 0
605 13 0	6 13 0	65	306 2 0	4 11 4	72	339 6 9	4 11 5
517 3 3	7 12 3	52	217 1 0	4 2 10	21	220 8 9	10 8 0
118 11 6	8 3 11	33	133 5 0	3 15 10	27	140 1 0	5 3 0
264 8 8	11 2 6	31	223 4 0	7 0 8	27	218 5 0	8 1 4
113 1 6	8 8 0	12	134 8 0	10 9 7	18	135 9 6	7 8 6
.....	.....	34	78 9 0	2 4 2	20	72 0 0	3 9 7
.....	.....	27	109 12 9	3 15 8	20	104 11 0	5 3 9
.....	.....	36	68 10 2	1 13 11	17	96 6 10	5 10 9
122 9 6	2 13 8	47	135 2 9	2 13 9	55	144 0 6	2 9 11
120 0 0	3 4 9	30	128 0 0	4 4 3	32	132 0 0	4 2 0
156 0 0	4 6 4	23	156 0 0	6 12 6	30	162 0 0	5 6 5
45 9 10	1 6 10	25	129 2 9	5 2 8	300	17,488 0 11	25 12 8
.....	.....	40	6,210 10 9	155 4 3	40	7,438 0 5	185 15 2
.....	.....	17	4,763 13 1	280 0 0	24	5,899 0 0	245 12 8
.....	.....	19	5,966 1 10	303 7 8	18	5,672 8 10	309 8 0

Colleges and Schools.	1854-55.			1855-56.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Bombay Education Society's Schools:							
Boys'	..	.....	.....	..	.....	.....	..
Girls'	..	.....	.....	..	.....	.....	..
Infant School	..	.....	.....	..	.....	.....	..
The same under the head of Military Asylum	..	.....	.....	..	.....	.....	..
Non-Military Orphanages	..	.....	.....	..	.....	.....	..
Normal Department, Poona College	28	3,715 15 11	132 11 5	28	3,884 3 7	138 11 6	57
Sir Jamsetjee Jejeebhoy Branch English School, Mumbadevee.	..	.....	.....	..	.....	.....	..
Ditto Female School No. I., Fort, Bombay.	..	.....	.....	..	.....	.....	..
Ditto ditto No. II. Churneywadee	..	.....	.....	..	.....	.....	..
Ditto ditto No. III, Mumbadevee	..	.....	.....	..	.....	.....	..
FortGuzerathee School.	..	.....	.....	..	.....	.....	..
Framjee Nusserwanjee's School at Khetwadee.	..	.....	.....	..	.....	.....	..
Khandala, Mur. School.	..	.....	.....	..	.....	.....	..
Poona Branch School No. I.	..	.....	.....	..	.....	.....	..
Ditto ditto No. II.	..	.....	.....	..	.....	.....	..
Ditto ditto No. III.	..	.....	.....	..	.....	.....	..
Ditto ditto No. IV.	..	.....	.....	..	.....	.....	..
Female Schools Nos. 1, 2, and 3, at Poona	..	.....	.....	..	.....	.....	..
Low caste Schools Nos. 1, 2, & 3 at Poona	..	.....	.....	..	.....	.....	..
Infant School, connected with the Government School No. 1 at Poona	..	.....	.....	..	.....	.....	..
Female School at Sattara	..	.....	.....	..	.....	.....	..
Infant School at Sattara	..	.....	.....	..	.....	.....	..
SOUTHERN DIVISION.							
Belgaum Supr. Anglo-Vernacular School	..	.....	.....	..	.....	.....	..
Dharwar, ditto	40	915 0 0	22 14 0	46	967 13 0	21 0 7	40

1856-57.		1857-58.			1858-59.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
.....	.....	139 168	42,661 15 9	138 15 5	115 127	46,317 3 6	191 6 3
.....	.....	..	.....	.....	66	13,949 13 3	211 5 9
.....	.....	228	31,683 13 1	138 15 5	232	45,543 13 3	196 4 11
.....	.....	79	10,978 2 8	138 15 5	75	14,723 3 6	196 4 11
5,002 1 5	87 12 0	44	5,836 7 2	132 10 4	37	6,624 6 8	179 0 7
.....	.....	85	.....	.....	83	.....	.....
.....	.....	84	.....	.....	90	.....	.....
.....	.....	95	.....	.....	125	.....	.....
.....	.....	29	.....	.....	80	.....	.....
.....	.....	..	.....	.....	29	59 0 0	2 0 7
.....	.....	..	.....	.....	30	84 12 6	2 13 3
.....	.....	..	.....	.....	6	35 7 9	5 14 7
.....	.....	..	.....	.....	36	202 12 0	5 10 7
.....	.....	..	.....	.....	20	111 0 0	5 8 10
.....	.....	..	.....	.....	30	172 0 0	5 11 9
.....	.....	..	.....	.....	45	222 0 0	4 14 11
.....	.....	..	.....	.....	120	1,718 3 6	14 5 1
.....	.....	..	.....	.....	125	.....	.....
.....	.....	..	.....	.....	17	161 0 0	9 7 6
.....	.....	..	.....	.....	21	77 0 0	3 10 8
.....	.....	..	.....	.....	16	111 2 0	6 15 1
.....	.....	..	.....	.....	50	2,767 1 6	55 5 1
934 1 0	23 5 7	49	378 11 4	7 11 7	52	313 0 0	6 0 3

Colleges and Schools.	1854-55.			1855-56.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Rutnagherry Superior Anglo-Ver. School..	51	1,628 4 8	31 14 10	77	1,580 0 0	25 3 1	79
Belgaum, Murathee do.	171	619 12 0	3 9 11	235	999 5 0	4 4 0	206
Gokak, ditto	82	260 15 0	3 2 11	81	217 3 0	2 10 10	49
Tasgaum, ditto	..	.....	.....	..	.....	.....	88
Sunkeshur, ditto	..	.....	.....	..	.....	.....	52
Belgaum, Canarese do.	125	245 4 0	1 15 4	143	429 1 6	3 0 0	117
Sunoduttee, ditto	84	155 7 0	1 13 5	152	303 10 10	1 15 11	142
Byl Hongul, ditto	79	190 8 0	2 6 6	94	270 10 6	2 14 0	63
Gokak, ditto	..	.....	.....	..	.....	.....	31
Sudulga, Mur. ditto ..	76	215 3 0	2 13 3	93	263 12 6	2 13 4	93
Hookeree, Canarese do.	..	.....	.....	84	255 4 6	3 0 7	6
Chikorce, Mur. ditto..	..	.....	.....	100	351 9 0	3 8 3	6
Bagulkote, Canarese do.	..	.....	.....	..	.....	.....	10
Neepanee, Mur. ditto..	..	.....	.....	..	.....	.....	8
Hoongoonda, Canarese ditto.....	..	.....	.....	..	.....	.....	74
Moorgoor, ditto	..	.....	.....	..	.....	.....	7
Badamee, ditto	..	.....	.....	..	.....	.....	55
Hutnee, ditto	..	.....	.....	..	.....	.....	74
Kittoor, ditto	..	.....	.....	..	.....	.....	35
Sumpgam, ditto.....	30	193 7 0	6 7 2	67	253 8 4	3 12 6	61
Bidee, ditto	78	170 3 0	2 2 10	105	290 4 0	2 12 2	104
Khanapoor, Mur. ditto.	60	177 13 0	2 15 5	63	218 4 0	3 7 5	56
Itgee, Canarese ditto ..	34	151 4 0	4 7 2	40	173 11 0	4 5 5	37
Jumbotee, Mur. ditto.	36	156 13 0	4 5 8	36	179 13 0	4 15 11	38
Bellowdee, Canarese do.	..	.....	.....	..	.....	.....	22
Anuntpoor, ditto	..	.....	.....	..	.....	.....	73
Kosteepeth Purwutee, Canarese ditto	..	.....	.....	..	.....	.....	51
Wanipeth, ditto	..	.....	.....	..	.....	.....	31
Padshapoor, ditto	..	.....	.....	..	.....	.....	41
Yardwar, ditto	..	.....	.....	..	.....	.....	62
Beelgee, ditto.....	..	.....	.....	..	.....	.....	46
Hooblee, Murathee do.	133	574 2 0	2 13 0	128	435 6 11	3 6 5	98
Dharwar, ditto	144	682 8 0	4 11 10	182	637 12 9	3 8 7	168
Ditto Canarese do.	81	337 3 0	4 2 7	170	281 8 6	1 10 5	130
Raneebednoor, ditto ..	91	256 14 0	2 13 2	81	255 7 3	3 2 5	67
Nowlgoond, ditto	99	148 10 0	1 8 0	115	350 13 3	3 0 9	92
Seegaum, ditto	..	.....	.....	85	117 6 10	1 6 1	93
Haweree, ditto	..	.....	.....	..	.....	.....	41
Guduk, Canarese ditto.	..	.....	.....	..	.....	.....	49
Hooblee, ditto	84	201 3 0	2 6 3	112	259 4 10	2 5 0	74
Hangal, ditto	66	164 2 0	2 7 9	57	268 5 6	4 11 3	37
Misreecote, ditto	49	172 5 0	3 8 3	56	117 13 1	3 0 9	41
Morub, ditto	44	172 9 0	3 14 9	53	211 6 6	3 15 9	46
Bunkapoor, ditto	49	169 4 0	3 7 3	82	277 11 0	3 6 2	4
Kulghutgee, ditto	56	154 12 0	2 12 2	60	195 7 0	3 4 1	4
Ruttehullee, ditto	..	.....	.....	..	.....	.....	4

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
1,825	9	4	23	1	9	62	1,491	7	9	24	0	11	54	1,516	0	9	28	1	2
772	1	6	3	7	3	137	584	12	5	4	4	3	99	662	8	6	6	11	1
316	12	9	6	7	5	54	310	15	6	5	12	1	47	289	9	6	6	2	7
854	0	0	9	11	3	79	587	12	0	7	7	0	71	302	15	6	4	4	3
154	0	0	2	15	4	63	246	0	0	3	14	5	44	258	4	0	5	13	10
386	2	0	3	4	9	87	270	2	0	3	1	8	60	253	1	6	4	3	5
208	12	4	1	7	6	145	177	0	0	1	3	6	123	251	6	6	2	0	8
239	9	6	3	12	10	61	195	0	0	3	3	1	73	210	2	6	2	14	1
127	3	2	4	1	7	28	160	8	0	5	11	8	17	161	6	9	9	7	10
193	8	0	2	0	7	83	247	3	6	2	15	7	86	188	8	0	2	3	0
253	13	0	3	10	10	77	201	4	0	2	9	9	78	183	14	6	2	5	8
337	2	9	4	15	4	70	253	13	4	3	10	0	68	238	12	6	3	8	2
668	8	0	6	10	11	87	412	3	6	4	11	9	71	392	8	0	5	8	5
288	0	0	3	6	10	67	305	8	10	4	8	11	65	278	14	9	4	4	7
243	0	0	3	4	6	43	224	7	0	5	3	6	35	401	3	6	11	7	5
314	7	0	4	3	0	50	213	8	0	4	4	3	62	162	15	0	2	10	0
131	3	0	2	6	1	48	153	2	6	3	3	0	24	163	8	0	6	13	0
142	4	0	1	14	9	62	177	0	0	2	13	8	39	158	0	0	4	0	9
64	8	2	1	13	5	65	169	8	0	2	9	8	82	182	11	1	2	3	7
195	4	9	3	3	2	60	164	12	0	2	11	11	40	144	6	0	3	9	9
183	9	9	1	12	2	91	151	8	0	1	10	7	66	184	13	1	2	12	9
172	5	0	3	1	2	53	156	8	0	2	15	2	44	138	10	6	3	2	5
144	9	0	3	14	6	35	138	0	0	3	15	1	25	151	13	11	6	1	2
155	5	0	4	1	4	35	150	0	0	4	4	7	25	137	7	6	5	7	11
112	14	0	5	2	1	16	131	2	6	8	3	2	20	137	0	9	6	13	7
436	2	6	5	15	7	56	189	0	0	3	6	0	52	676	12	0	13	0	2
83	3	0	1	10	1	36	123	1	1	3	6	8	30	116	10	0	3	14	2
41	9	8	1	5	5	53	108	0	0	2	0	7	42	121	4	6	2	14	2
164	14	0	4	0	4	40	128	2	3	3	3	3	35	137	12	0	3	14	11
71	9	8	1	2	5	42	120	0	0	2	13	8	34	132	11	0	3	14	5
249	3	6	5	6	8	50	144	0	0	2	14	1	39	161	2	3	4	2	1
370	4	8	3	12	5	110	339	3	0	3	1	4	124	377	13	2	3	0	9
503	0	0	2	15	10	141	453	1	8	3	3	5	107	508	12	2	4	12	0
215	5	5	1	10	6	118	154	8	10	1	4	11	85	221	15	0	2	9	9
238	4	0	3	8	10	78	210	0	0	2	11	1	85	230	1	4	2	11	3
276	12	0	3	0	1	52	182	12	0	3	8	2	47	201	11	2	4	4	8
258	11	10	2	12	6	78	209	2	0	2	10	10	49	210	7	0	4	4	8
116	0	9	2	13	3	40	174	0	0	4	5	7	72	172	4	0	2	6	3
534	0	0	10	14	4	54	166	0	0	3	1	2	83	179	9	0	2	2	7
1,389	5	4	18	12	4	76	155	0	0	2	0	7	74	190	2	0	2	9	1
190	2	3	5	6	1	30	162	12	0	5	6	9	77	137	7	0	1	12	6
159	14	9	3	14	4	62	142	0	0	2	4	7	74	151	14	2	2	0	10
284	2	4	6	2	10	51	150	0	0	2	15	0	50	147	3	0	2	15	1
166	0	6	3	9	9	59	142	0	0	2	6	6	81	166	0	6	2	0	9
160	7	6	3	13	1	57	142	0	0	2	7	10	55	150	8	2	2	11	9
168	7	9	3	8	1	52	158	8	0	3	0	9	25	136	12	0	5	7	6

Colleges and Schools.	1854-55. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	1855-56. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	Average Attendance.
Turrus, Canarese School	..	.....	.....	..	.....	.....	32
Beadgee, ditto	..	.....	.....	..	.....	.....	38
Kagnullee, ditto	..	.....	.....	..	.....	.....	18
Hipurga, Murathee do.	34	149 12 0	4 6 5	41	165 8 0	4 0 7	41
Almeleh, ditto	22	157 0 0	7 2 2	27	215 6 6	7 15 7	25
Shindugee, ditto	..	.....	.....	21	170 8 0	8 1 10	25
Churchun, ditto	36	190 15 0	5 4 9	24	194 14 0	8 1 11	25
Moodebehal, ditto	27	166 10 0	6 2 8	22	181 12 6	8 4 2	23
Mungolee, ditto	38	173 10 0	4 9 1	34	165 14 0	4 14 0	35
Baghwaree, ditto	31	133 2 0	4 4 8	31	140 14 0	4 8 8	34
Indee, ditto	37	176 11 1	4 12 4	25	129 2 3	5 2 7	23
Toombgee, Canarese, do.	..	.....	.....	..	.....	.....	17
Beejapoor, Mur. ditto.	92	381 10 0	4 2 4	60	438 8 0	7 4 11	73
Rutnagherry Ver. Sch. No. 1.	185	644 15 7	3 8 1	224	574 12 0	2 8 4	229
Ditto ..... No. 2.	236	495 6 11	2 1 9	303	498 12 0	1 10 4	296
Rajapoor, ditto	103	185 5 8	1 13 1	123	174 12 0	1 6 8	93
Chipploon, ditto	156	429 10 8	2 11 2	199	396 12 0	1 15 11	154
Moorood, ditto	46	170 4 11	3 11 3	63	143 14 0	2 4 6	43
Dabhole, ditto	132	236 6 1	2 8 9	171	293 13 0	1 11 5	135
Goohagur, ditto	89	258 10 9	2 14 6	189	226 1 0	1 14 4	110
Malwun, ditto	107	230 12 10	2 2 6	111	292 0 0	2 7 2	168
Hurnee, ditto	90	243 4 6	2 11 3	123	212 0 0	1 11 7	88
Someshwar, ditto	32	177 14 0	5 11 9	146	150 0 0	3 4 2	21
Khed, ditto	92	256 0 7	2 12 6	114	234 0 0	2 0 10	72
Palgud, ditto	54	188 13 10	2 10 11	169	150 0 0	2 2 9	74
Vingorla, ditto	84	230 8 8	2 13 4	103	176 0 0	1 11 4	114
Pawus, ditto	62	177 12 6	2 13 10	104	150 0 0	1 7 1	69
Jalgaum, ditto	68	170 1 5	2 7 10	76	150 0 0	1 15 11	49
Palshet, ditto	50	166 14 8	3 5 2	61	150 0 0	2 7 4	41
Anjunwell, ditto	50	176 0 5	3 8 4	64	150 0 0	1 5 6	50
Malgoond, ditto	99	260 4 8	2 10 1	118	242 0 0	2 0 9	95
Sheeposee, ditto	..	.....	.....	55	87 8 0	1 9 5	49
Deorookh, ditto	..	.....	.....	..	.....	.....	79
Arowlee and Sherowde ditto	..	.....	.....	..	.....	.....	53
Kochre, ditto	..	.....	.....	..	.....	.....	48
Achre, ditto	..	.....	.....	..	.....	.....	41
Deole, ditto	..	.....	.....	..	.....	.....	44
Ainee Mete, ditto	..	.....	.....	..	.....	.....	39
Vellas, ditto	..	.....	.....	..	.....	.....	26
Bankote, ditto	..	.....	.....	..	.....	.....	26
Veshvee, ditto	..	.....	.....	..	.....	.....	32
Dharwar, Candidate Masters' class	..	.....	.....	9	59 1 3	6 9 0	13

1856-57.						1857-58.						1858-59.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
114	9	6	3	9	3	54	132	0	0	2	7	1	47	140	7	0	2	15	9
98	14	5	2	9	7	40	114	0	0	2	13	7	26	117	4	0	4	8	1
121	8	0	6	12	0	16	132	3	5	8	4	2	15	136	14	6	9	2	0
307	1	6	7	7	10	38	153	8	0	4	0	7	38	155	2	0	4	1	3
210	0	3	8	6	4	33	153	8	0	4	10	5	18	151	12	0	8	6	10
157	4	11	6	4	8	24	151	8	0	6	5	0	52	150	0	9	2	14	1
183	14	0	7	5	8	35	153	8	0	4	6	2	66	151	12	0	2	4	9
157	3	6	6	13	4	24	231	0	0	9	10	0	30	155	15	3	5	3	2
284	11	6	8	2	1	43	153	8	0	3	8	11	45	151	14	0	3	6	0
244	10	0	7	3	1	38	129	8	0	3	6	6	34	130	0	0	3	13	2
157	6	0	6	13	5	35	153	8	0	4	6	2	48	154	1	0	3	3	4
103	8	0	6	1	4	23	120	0	0	5	3	5	22	132	0	0	6	0	0
415	15	0	5	11	1	64	324	11	0	5	1	2	64	298	18	6	4	10	8
634	13	8	2	14	8	151	649	14	1	4	4	10	126	654	8	7	5	3	1
548	3	0	1	13	8	195	569	0	5	2	14	9	169	605	10	1	3	9	4
180	5	8	1	15	0	64	198	6	8	3	1	7	56	206	7	5	3	11	0
418	5	8	2	11	6	116	417	10	9	3	9	8	124	440	9	11	3	8	10
131	14	2	3	1	1	63	143	3	0	2	4	4	67	160	11	0	2	6	4
328	15	11	2	7	0	137	315	11	7	2	4	10	126	337	4	2	2	10	10
229	2	8	2	1	4	104	250	1	8	2	6	6	100	319	1	6	3	3	1
302	10	2	1	12	10	184	416	14	8	2	4	3	148	398	9	0	2	11	1
243	8	0	2	12	3	59	262	9	8	4	7	3	63	235	6	3	3	11	9
137	8	0	6	8	9	31	142	0	0	4	9	3	21	147	15	3	7	0	9
230	8	0	3	3	2	50	237	6	9	4	12	0	51	179	1	9	3	8	2
137	8	0	1	13	9	44	157	13	10	3	9	5	30	136	9	3	4	8	10
184	3	5	1	9	10	114	243	9	6	2	2	2	102	235	8	0	2	4	11
198	12	0	2	14	1	65	174	7	10	2	10	11	53	172	4	6	3	4	0
137	8	0	2	12	10	49	151	14	0	3	3	3	52	155	3	6	2	15	9
137	8	0	3	5	8	32	150	9	9	4	11	1	27	156	12	9	5	12	11
137	8	0	2	11	10	59	136	14	3	2	4	11	56	146	10	7	2	9	11
224	0	0	2	5	1	80	245	13	0	3	1	2	79	262	8	11	3	5	2
136	0	0	2	12	5	48	128	2	8	2	10	9	30	133	8	1	4	7	2
113	2	6	1	6	11	48	182	15	6	3	13	0	53	187	10	6	3	8	7
98	4	8	1	13	8	58	244	10	4	4	3	6	51	256	1	6	5	0	4
93	13	6	1	15	3	42	193	9	5	4	9	9	29	194	4	9	6	11	2
113	12	7	2	12	5	67	240	5	6	3	9	5	33	235	14	7	7	2	5
100	9	2	2	4	7	44	196	8	2	4	7	5	33	192	9	9	5	13	5
70	4	11	1	12	10	46	192	0	0	4	2	9	47	197	11	9	4	3	4
45	15	2	1	12	3	18	66	3	8	3	10	10	21	136	8	6	6	8	0
45	15	2	1	11	8	47	101	1	10	2	2	5	33	198	7	11	6	0	3
45	9	10	1	6	10	25	129	2	9	5	2	8	23	256	5	9	11	2	4
469	1	1	36	1	4	12	453	8	0	36	0	0	4	164	0	1	41	0	0

TABLE 13.

Distinctions conferred by the University during the Year 1858-59.

Name of Institution.	Locality.	Where Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	9A	9B	9C	9D		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
None.																													

TABLE 14.

RETURN OF SCHOLARSHIPS.

TABLE

Return of Scholarships

A.—SENIOR SCHOLARSHIPS, OR SCHOLAR-

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
Senior Scholars.			
Bala Mangesh	Elphinstone College	May 1857	Stipendiary, 1st class.
Narayan Mahadeva	ditto	ditto	ditto
Khurshedji Dinsha	ditto	ditto	ditto
Wasudeo Jagonnath	ditto	ditto	ditto 2nd class.
Uttamram Narbheram	ditto	ditto	ditto
Bhai Ramchundra	ditto	ditto	ditto
Hirjibhai Aspandiarje	ditto	ditto	Free
Junior Scholars.			
Raghunath Narayan	ditto	ditto	Stipendiary
Framji Sorabji	ditto	ditto	ditto
Mukundrao Anant	ditto	ditto	ditto
Dinsha Jivanje	ditto	ditto	ditto
Beramji Bhikaji	ditto	ditto	ditto
Anandrao Harishunker	ditto	ditto	ditto
Balcrishna Wasudeo	ditto	ditto	ditto
Muncherji Dinsha	ditto	ditto	ditto
Framji Dorabjee	ditto	ditto	ditto
Mancherji Khurshedji	ditto	ditto	Free
Mahadew Narayan	ditto	ditto	ditto
Senior Scholars.			
Pestonji Sorabji	ditto	May 1858	Stipendiary, 1st class.
Ardesir Pestonji	ditto	ditto	ditto
Dalpatram Jivanram	ditto	ditto	ditto
Mahadaji Vishnu	ditto	ditto	ditto
Janardan Sukharam	ditto	ditto	ditto
Trimbuckrao Bapoojee	ditto	ditto	ditto
Jamshedji Dosabhai	ditto	ditto	ditto 2nd class.
Jetashankar Kirpashankar	ditto	ditto	ditto
Balvantrao Ramcrishna	ditto	ditto	ditto
Bhaskar Hari	ditto	ditto	ditto
Pestonji Kavazji	ditto	ditto	Free
Dalpatram Pranjivan	ditto	ditto	ditto

14.

gained during the Year.

SHIPS GAINED AT COLLEGES.

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Two Years	Different branches of Literature and Science, as specified in the Notification dated 18th April 1857.	N.B.—In this statement are included all Scholars who were in the receipt of stipends, or were getting a free education during the whole or any portion of the year.
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto	Ditto ditto.	
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto	Ditto, 13th February 1858.	
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
Junior Scholars.			
Girdharlal Dayaldas	Elphinstone College	June 1858	Stipendiary
Khanderao Chimanrao	ditto	ditto	ditto
Krishnaji Bapooji	ditto	ditto	ditto
Mahadeva Govind	ditto	ditto	ditto
Nagindas Tulsidas	ditto	ditto	ditto
Ramchandrao Anandrao	ditto	ditto	ditto
Ramchandrao Bhau	ditto	ditto	ditto
Vinayaka Janardhan	ditto	ditto	ditto
Vishnu Sadashiva	ditto	ditto	ditto
Waman Abaji	ditto	ditto	ditto
Babarao Bholanath	ditto	ditto	Free
Framji Merwanji	ditto	ditto	ditto
Kavazji Edalji	ditto	ditto	ditto
Rataram Jayanand	ditto	ditto	ditto
Vinayaka Balwantrao	ditto	ditto	ditto
Pandurang Daji	Poona College	dttto	ditto
C. Ramcrishna Aya	ditto	ditto	ditto
Provisional Scholars.			
Uttamram Narbheram	Elphinstone College	Nov. 1858	Stipendiary, 1st Class
Wasudeo Jagannath	ditto	ditto	ditto
Hirjibhai Aspandiarji	ditto	ditto	ditto 2nd class.
Makandrao Anant	ditto	ditto	ditto
Mancherji Dinsha	ditto	ditto	ditto
Raghunath Narayan	ditto	ditto	ditto
Junior Scholars.			
Framji Bomanji	ditto	ditto	Stipendiary
Govind Krishna	ditto	ditto	ditto
Nana Bapu Joshi	ditto	ditto	ditto
Rastamji Nasarwanji	ditto	ditto	ditto
Ramchundra Vishnu	ditto	ditto	ditto
Vinayaka Balvantrao	ditto	ditto	ditto
Anna Bhivrao	ditto	diito	Free
Balcrishna Nilaji	ditto	ditto	ditto
Gangadhur Deoji	ditto	ditto	ditto
Hormazji Jahangheer	ditto	ditto	ditto
Jagannath Narayan	ditto	ditto	ditto
Kaikhushro Edalji	ditto	ditto	ditto
Krisnaji Shivaji	ditto	ditto	ditto
Mohanlal Ranchorlal	ditto	ditto	ditto
Narbheram Bhagubbai	ditto	ditto	ditto
Narayan Amrit	ditto	ditto	ditto
Baba Gokhuley	Poona College	June 1858	Stipendiary
Crishnaji Bhicaji	ditto	Aug. 1854	ditto
Bala Nagnath	ditto	June 1854	ditto
Bhau Gokhuley	ditto	Sept. 1854	ditto
Nana Ghatey	ditto	Feb. 1856	ditto

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Two years	Different branches of Literature and Science, as specified in the Notification dated 12th April 1858.	
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
dltto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto	.....	Transferred.
ditto		
Six months	Ditto, dated 13th Feb. 1858.	
ditto		
ditto		
ditto		
ditto		
ditto		
ditto	Ditto, dated 12th April 1858.	
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
ditto		
Two years	In English.	
One year	ditto	Resigned, 29th January 1859.
Two years	ditto	Do., 25th September 1858.
One year	ditto.	
Two years	ditto.	

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
Trimbuk Surunjamey	Poona College	Feb. 1856	Stipendiary
Vishnoo Balcrishna	ditto	Jan. 1856	ditto
Nana Thosar	ditto	June 1857	ditto
Junardon Natoo	ditto	Ditto	ditto
Damodhur Juggunath	ditto	Feb. 1855	ditto
Waman Augurkur	ditto	Feb. 1856	ditto
Burjorjee Cursetjee	ditto	June 1857	ditto
Munohur Rishee	ditto	Feb. 1856	ditto
Vinayek Gorey	ditto	June 1857	ditto
Narayan Crishna	ditto	ditto	ditto
Rama Powar	ditto	March 1855	ditto
Bajaba Ramchunder	ditto	June 1857	ditto
Waman Baput	ditto	Feb. 1856	ditto
Gopall Neney	ditto	ditto	ditto
Shriram Bhicaji	ditto	June 1854	ditto
Govind Balal	ditto	ditto	ditto
Ramakant Bhendey	ditto	Dec. 1857	ditto
Balwant Sittaram	ditto	June 1858	ditto
Bhicaji Ramchunder	ditto	ditto	ditto
Balwant Bhicaji	ditto	ditto	ditto
Gopall Chimnaji	ditto	ditto	ditto
Chintamun Govind	ditto	ditto	ditto
Bhaoo Hurry Palundey	ditto	ditto	ditto
Jeysing Angray	ditto	ditto	ditto
Govind Bhagwat	ditto	ditto	ditto
Babaji Luxoomun	ditto	Sept. 1858	ditto
Baba Gokhuley	ditto	Dec. 1858	ditto
Crishna Gokhuley	ditto	ditto	ditto
Bhaoo Gokhuley	ditto	ditto	ditto
Vishnoo Balcrishna	ditto	ditto	ditto
Waman Baput	ditto	ditto	ditto
Venayek Gorey	ditto	ditto	ditto
Bhicajee Ramchunder	ditto	ditto	ditto
Govind Bhagwat	ditto	ditto	ditto
Nana Ghatey	ditto	Feb. 1859	ditto
Shriram Jutta	ditto	Dec. 1858	ditto
Burjorjee Framjee	Grant Medical College.	April 1858	ditto
Eduljee Nasserwanjee	ditto	ditto	ditto
J. N. Mendonça	ditto	ditto	ditto
Saifoodin Sumsoodin	ditto	ditto	ditto
Muncherjee Byramjee	ditto	ditto	ditto
Dorabjee Hormasjee	ditto	ditto	ditto
Furdoonjee Byramjee	ditto	ditto	ditto
Nasserwanjee Dhunjeebhoy	ditto	ditto	ditto
Shantaram Wittul	ditto	ditto	Free
Kaikhusro Rustomjee	ditto	ditto	ditto

B.—Junior Scholarships, or Scholar-

Balcrishna Baput	Poona College School.	April 1856	Stipendiary
Vishnoo Lalit	ditto	Mar. 1854	ditto
Ananta Gorboley	ditto	July 1854	ditto

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Two Years	In English.	
ditto	ditto.	
One ditto	ditto.	
ditto	ditto	Resigned, 1st August 1858.
ditto	ditto.	
ditto	ditto	Do., 8th February 1859.
ditto	ditto.	
Two ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Do., 11th October 1858.
ditto	ditto	Do., 1st November 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Do., 29th January 1859.
ditto	ditto	Do., June 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Do., 1st November 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
One ditto	In Sanscrit.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Do., 29th January 1859.
ditto	Practical Medicine and Pathology.	
ditto	Practical Surgery and Surgical Anatomy.	
ditto	Anatomy and Physiology.	
ditto	Ditto ditto.	
ditto	Materia Medica & Practical Pharmacy.	
ditto	Anatomy.	
ditto	Chemistry, Theoretical and Practical.	
ditto	Materia Medica and Pharmacy.	
ditto	Anatomy.	
ditto	Chemistry.	
SHIPS GAINED AT SCHOOLS.		
One year	In Sanscrit	Deprived of their Scholarships on account of age.
ditto	ditto	
ditto	ditto	

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
Damoo Poontamekur.....	Poona College School..	July 1854 ..	Stipendiary .....
Damoo Kurbulekur	ditto	Sept. 1857 ..	ditto .....
Narayan Venayek Damley.....	ditto	Dec. 1858 ..	ditto .....
Vishnoo Daji Gundrey	ditto	ditto	ditto .....
Rama Datar.....	ditto	ditto	ditto .....
Cassinath Murathey	ditto	ditto	ditto .....
Tata Datey	ditto	ditto	ditto .....
Ramchunder Luxumón	ditto	Mar. 1859 ..	ditto .....
Vishnoo Lalit	ditto	April 1855 ..	ditto .....
Normal Scholars.			
Gunoo Vaid	Normal School, Poona College.	June 1855 ..	ditto .....
Shitaram Kanherey.....	ditto	ditto	ditto .....
Rama Palunkur	ditto	ditto	ditto .....
Vittoo Gorboley	ditto	ditto	ditto .....
Moroo Dharup	ditto	June 1854 ..	ditto .....
Narayen Yogee	ditto	Sept. 1854 ..	ditto .....
Gunoo Ranadey	ditto	ditto	ditto .....
Sopana Takur	ditto	Aug. 1854 ..	ditto .....
Gunoo Baput	ditto	June 1854 ..	ditto .....
Hurry Mahadeo	ditto	Feb. 1856 ..	ditto .....
Vitle Ramchunder	ditto	Feb. 1858 ..	ditto .....
Vishnoo Govind	ditto	ditto	ditto .....
Waman Ramchunder	ditto	ditto	ditto .....
Rama Datar.....	ditto	ditto	ditto .....
Trimbuk Junardan.....	ditto	ditto	ditto .....
Narayan Datey	ditto	ditto	ditto .....
Shridhur Bhidhey	ditto	ditto	ditto .....
Venkut Rungo.....	ditto	Aug. 1856 ..	ditto .....
Luxoomon Purazhey	ditto	ditto	ditto .....
Narayen Vinayek.....	ditto	ditto	ditto .....
Wassoodeo Anant	ditto	ditto	ditto .....
Kisunsing	ditto	ditto	ditto .....
Damodhur Gungadhur	ditto	ditto	ditto .....
Inooraree Talee	ditto	ditto	ditto .....
Vishnoo Sidhoorey	ditto	Feb. 1858 ..	ditto .....
Krishna Sudavurtey	ditto	ditto	ditto .....
Balajee Shunker	ditto	Aug. 1856 ..	ditto .....
Ramchunder Venayek	ditto	ditto	ditto .....
Vishnoo Daji	ditto	ditto	ditto .....
Govind Vishnoo	ditto	ditto	ditto .....
Parmeshwar Venayek.....	ditto	ditto	ditto .....
Gopall Parshram.....	ditto	ditto	ditto .....
Venayek Narayen	ditto	ditto	ditto .....
Crishnajee Gunesh	ditto	ditto	ditto .....
Wassoodeo Balal.....	ditto	ditto	ditto .....
Wassoodeo Narayan	ditto	ditto	ditto .....
Vishnoo Somnath	ditto	ditto	ditto .....
Nilkant Bhaskur.....	ditto	ditto	ditto .....
Hurry Bhaskur	ditto	ditto	ditto .....
Balajee Gungadhur.....	ditto	ditto	ditto .....

For how long Tenable.	For Proficiency in what Branch.	Remarks.
One Year	In Sanscrit	Deprived of their Scholarships on account of age.
ditto	ditto	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
Unlimited	In Vernacular	Resigned 1st July 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Ditto March 1859.
ditto	ditto	Ditto 1st December 1858.
ditto	ditto.	
ditto	ditto	Ditto 1st October 1858.
ditto	ditto	Ditto 1st May 1858.
ditto	ditto	Ditto 1st March 1858.
ditto	ditto	Ditto ditto.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Ditto 1st July 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Ditto March 1859.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto	Ditto 1st December 1858.
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
Gungadhur Ramchunder	Poona College Normal School.	Aug. 1856 ..	Stipendiary .....
Moroo Bhicajee	ditto	Feb. 1858 ..	ditto .....
Rama Shentray	ditto	ditto	ditto .....
Tookaram bin Suyajee	ditto	ditto	ditto .....
Ramkrishna Harry.....	ditto	July 1858 ..	ditto .....
Dhondo Shredhur	ditto	ditto	ditto .....
Vinayek Balcrishna	ditto	ditto	ditto .....
Shunker Waman.....	ditto	ditto	ditto .....
Prulhad Nurhur	ditto	ditto	ditto .....
Vittul Sukaram	ditto	ditto	ditto .....
Luxoomun Putwardhun.....	ditto	ditto	ditto .....
Moro Balcrishna.....	ditto	Mar. 1859 ..	ditto .....
Hurry Abajee	ditto	Jan. 1859 ..	ditto .....

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Unlimited	In Vernacular.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	
ditto	ditto.	

TABLE

Return of Candidates passed during the Year 1858-59,

Names of passed Candidates.	When and where Examined.	Where Educated.
Nundlal Dulputram	Ahmedabad, 5th June 1858.	Ahmedabad Model School ..
Deoshunker Munsookram	Godhavi	Ahmedabad Ver. School No. 1.
Chotalal Luxmichand	Ahmedabad, 16th April 1859.	Ditto ditto and High School.
Balkrishna Mayashanker	Ditto	Ditto ditto .. ..
Mahashanker Sookhram	Ditto	Ahmedabad Ver. Sch. No. II.
Dulputram Hurgovind..	Ditto	Ditto Model School ..
Bapujee Kalidas	Ditto	Ditto High ditto ..
Damodhur Raychund	Ditto	Ditto Practising ditto ..
Munsook Deokuran	Ditto	Ditto ditto ..
Runchod Tribhoven	Ambareli, 20th April 1859.	Ditto Ver. School No. I.
Motilal Shivshunker	Malao, 18th Jan. 1859.	Kuppudwung Ver. School ..
Jivajerao Ithuba	Godra, 21st Feb. 1859.	Ahmod Vernacular School ..
Ghela Bhugwan..	Neriad, 5th Mar. 1859.	Neriad Vernacular School ..
Runchod Chutroobhooj	Ditto	Ditto .. ..
Chuggonlal Kevulram..	Ditto	Ditto .. ..
Nathabhai Kalidas	Ditto	Ditto .. ..
Jeevabhai Kalidas	Dakore, 16th Mar. 1859.	Dakore Vernacular School ..
Dhurma Bapoo..	Ditto	Ditto .. ..
Amrutram Ootumram	Ditto	Ditto .. ..
Govindram Motiram	Dakore, 18th Mar. 1859.	Moondha & Ood Ver. Schools.
Balkrishna Munsookram	Oomeret, 26th Mar. 1859	Oomeret Vernacular School ..
Mayaram Nundlal	Ditto	Ditto .. ..
Gungaram Rajaram	Ditto	Ditto .. ..
Hurgovind Dwarkadass	Ditto	Ditto .. ..
Bhaishanker Kasiram	Ditto	Ditto .. ..
Jeykrishna Mayaram	Ditto	Ditto .. ..
Keshowlal Jugjeevundas	Aleena, 29th Mar. 1859.	Aleena Vernacular School ..
Javerlal Chotabhai	Ditto	Ditto .. ..
Vahalabhai Sarabhai	Moondah, 9th April 1859.	Moondha Vernacular School..
Chuggun Nurbheram	Ditto	Ditto .. ..
Tulsee Vithulbhai	Veersud, 25th April 1859	Veersud Vernacular School ..
Bukore Mahashanker	Ditto	Ditto .. ..
Vusunt Veheribhai	Ditto	Ditto .. ..
Itcharam Pursotum	Surat, 26th Mar. 1859.	Surat Vernacular School No. I.
Dhunshanker Indramani Shunker ..	Ditto	Ditto .. ..
Bapoojee Govind	Nundoorbar, 18th April 1859.	Doolia Vernacular and English Schools.
Gunesh Chubila..	Nundoorbar, 23rd April 1859.	Nundoorbar Ver. School ..
Vishnoo Dewakur Lulit	Poona, Sept. 1858 ..	In the Poona College ..

15.

for Employment or Promotion in the Educational Department.

Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
No certificate granted ..	Assistant Master on Rs. 5.	
Ditto	Ditto.	
Ditto	Master of an advanced School.	
Ditto	Ditto.	
Ditto	Master of an Inferior School.	
Ditto	Do. of a Superior ditto.	
Ditto	Do. of an Inferior ditto.	
Ditto	Do. of a Superior ditto.	
Ditto	Do. of an Inferior ditto.	
Ditto	Do. of a Superior ditto.	
Ditto	Do. of a primary ditto.	
Ditto	Fit for Mastership of primary School.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Ditto.	
Ditto	Assistant Master in a Vernacular School.	Appointed Assistants in Surat No. I. Vernacular School.
Ditto	Ditto	
Ditto	Master on Rs. 10 to Rs. 15.	
Ditto	Assistant Master on Rs. 5.	
Ditto	For Mastership.	

Names of passed Candidates.	When and where Examined.	Where Educated.
Damodhur Balcrishna..	Poona, Sept. 1858 ..	In the Poona College ..
Gunnesh Gopal..	Ditto	Ghodey School .. ..
Sukkaram Junardhun	Poona, Oct. 1858 ..	Poona College .. ..
Narayen Bhaskersett	Ditto	Cullian School .. ..
Sukharam Dhondeo Patunker ..	Poona, Jan. 1859 ..	Chas School .. .. ..
Mahadeo Vinayek Shidore	Khed, ditto ..	Awasury School .. ..
Kashinath Ramchunder	Junere, Feb. 1859 ..	Junere School.. .. ..
Yeshwunt Antajee Kulusker	Sassoor, March 1859..	Baramuttee School .. ..
Kassinath Vishnoo Phudkey	Ditto	Ditto .. ..
Hurree Nurshiva Joshee	Kurar, April 1859 ..	Kurar ditto .. ..
Gunnesh Junardhun Rajadix	Pawus, 12th Nov. 1858.	Pawus ditto .. ..
Bapoojee Chintamon Fudke	Malgoond, 29th Nov. 1858.	Malgoond ditto .. ..
Vishnoo Sukharam Joshee	Rutnagherry, 3rd Dec. 1858.	Rutnagherry No. I. .. ..
Ramchunder Luxumon	Ditto	Ditto .. ..
Venayeck Sadashiv Nimbker	Ditto	Hurney School .. ..
Huree Narayen Limaye	Rutnagherry, 8th Dec. 1858.	Rutnagherry No. II... ..
Krishnajee Gopal Bhavey	Ditto	Ditto .. ..
Wamnajee Gungadhur Mulye.. ..	Ditto	Ditto .. ..
Shivram Sukharam Prubhoo	Ditto	Rutnagherry No. I. .. ..
Narayen Parashram Dewul	Ditto	Ditto No. II... ..
Vishnoo Raojee Rajwadkur	Ditto	Ditto .. ..
Mahadajee Chinatamun	Ditto	Ditto .. ..
Dinkur Mahadeo Ghanekur	Ditto	Ditto .. ..
Sukharam Rughoonath Ingle.. ..	Vingorla,31st Jan.1859.	Vingorla School .. ..
Nilkunth Wassoodeo Prubhoo ..	Malwan, 2nd Feb. 1859.	Malwan School .. ..
Dinkur Bhikajee Joshee	Ditto	Ditto .. ..
Bapoo Babnoba Dookre	Ditto	Ditto .. ..
Ram Mahadeo Muyekur	Ditto	Ditto .. ..
Kesheo Muheshwur Prubhoo.. ..	Rajapoor, 15th Feb. 1859.	Rajapoor School .. ..
Gopall Gunnesh	Goohaghur, 14th March 1859.	Goohaghur ditto .. ..
Sukharam Bapoo Shett	Ditto	Khed School .. .. ..
Dhondo Wassoodeo Jawle	Dabhol, 21st Mar. 1859	Dabhol ditto .. .. ..
Bhasker Vishnoo Gore..	Chiploon, 24th March 1859.	Chiploon ditto .. ..
Govind Ragho Jamdar..	Hurnee, 8th April 1859.	Rutnagherry No. II.. ..

Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
No certificate granted ..	For Mastership	
Ditto	Ditto	
Ditto	Ditto	
Ditto	Ditto	
Ditto	Ditto	
Ditto	For the office of the Primary Village Schoolmaster ..	
Ditto	For Assistant Mastership ..	
Ditto	For the office of the Primary Village Schoolmaster.	
Ditto	Ditto	
Ditto	Ditto	
Ditto	For Assistant Mastership ..	Appointed Monitor in the Pawus School.
Ditto	ditto	Appointed Assistant Master, Malgoond School.
Ditto	For Monitorship	Unemployed.
Ditto	For Assistant Mastership ..	Ditto.
Ditto	For Mastership	Assist. Master, Rutnagherry School No. I.
Ditto	For Monitorship	Unemployed.
Ditto	For Mastership	Monitor at Rutnagherry School No. II.
Ditto	For Assistant Mastership ..	Unemployed.
Ditto	For ditto	Monitor at Rutnagherry School No. II.
Ditto	For Monitorship	Unemployed.
Ditto	Ditto	Ditto.
Ditto	Ditto	Ditto.
Ditto	Ditto	Ditto.
Ditto	For Assistant Mastership ..	Monitor, Vingorla School.
Ditto	For Monitorship	Monitor, Malwan School.
Ditto	For Assistant Mastership ..	Ditto.
Ditto	For Monitorship	Unemployed.
Ditto	For Assistant Mastership ..	Monitor, Malwan School.
Ditto	Ditto	Monitor, Rajapoor School.
Ditto	For Monitorship	Monitor, Goohagur School.
Ditto	For Assistant Mastership ..	Assistant Master at Goohagur.
Ditto	Ditto	Monitor, Dabhol School.
Ditto	Ditto	Monitor, Chiploon School.
Ditto	Ditto	Monitor, Hurnee School.

TABLE

Return of Private Donations and Endowments from which Aid was

Name of Donor.	Description of Donation.	Rs.	a.	p.
Atmaram Madowjee..	Subscription for 1857	30	0	0
Shoojawoodeen Taebjee	Subscription for 1858	30	0	0
Taebjee Bhoyemeah	Ditto	30	0	0
Pestonjee Noarojee Pochajee	Ditto	30	0	0
Mungledass Nathubhoy	Ditto	30	0	0
Cursetjee Nasserwanjee Cama	Ditto	30	0	0
Atmaram Pandurang	Ditto	60	0	0
Vurjewundass Madowdass	Ditto	30	0	0
Atmaram Madowjee..	Ditto	30	0	0
Sorabjee Pestonjee Framjee..	Ditto	30	0	0
Narayan Dinanath	Ditto	30	0	0
Jagonath Sunkersett	Ditto	60	0	0
Dossabhoy Hormusjee	Subscription for 1859	30	0	0
Pestonjee Hormusjee	Ditto	30	0	0
Sorabjee Rustomjee..	Ditto	30	0	0
Framjee Nasserwanjee	Ditto	30	0	0
Dhunjeebhoy Framjee	Ditto	30	0	0
Muncherjee Framjee	Ditto	30	0	0
Limjee Manickjee	Ditto	15	0	0
Pestonjee Nowrojee Pochajee	Ditto	30	0	0
Dossabhoy Framjee Cama	Ditto	60	0	0
Narayan Dinanath	Ditto	30	0	0
Bomanjee Framjee Cama	Ditto	30	0	0
Pestonjee Framjee Cama	Ditto	30	0	0
David Sassoon	Ditto	60	0	0
Taebjee Bhoyemeah..	Ditto	30	0	0
Soojawoodeen Taebjee	Ditto	30	0	0
Atmaram Madowjee..	Ditto	30	0	0
Mungledass Nathoobhoy	Ditto	30	0	0
RUTNAGHERRY COLLECTORATE.				
Talooka Malwan.				
Villagers of Kochery	Monthly Rs. 7-8, being one-half of the Salary of the School-master	82	8	0
Ditto Arrowlee Seronday	Do. Rs. 10 ditto ditto ..	119	0	0
Ditto Raree	Do. Rs. 7-8 ditto ditto ..	48	4	2
Ditto Achrey	Do. Rs. 10 up to 31st Jan. 1859, and then Rs. 5 ditto.	90	0	0
Talooka Rutnagherry.				
Villagers of Shaposes	Do. Rs. 5 ditto ditto ..	60	0	0
Ditto Deoley	Do. Rs. 7-8 ditto ditto ..	82	8	0
Ditto Deorookh	Do. Rs. 7-8 ditto ditto ..	90	0	0
Carried over.. Rs.	.....	572	4	2

16.

received by the Educational Department during the Year 1858-59.

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
.....	For one year.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
975 0 0		
.....	From 1st January to 31st December 1861.	
.....	From 6th January to 5th December 1859.	
.....	From 29th Dec. 1856 to 28th Dec. 1861.	School closed on the 12th March 1858.
.....	From 2nd February 1857 to 1st Feb. 1861.	
.....	From 1st May 1855 to 30th April 1860.	
.....	From 1st February 1857 to 5th Feb. 1862.	
.....	From 5th Nov. 1856 to 4th Nov. 1858.	
975 0 0		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over..Rs.	.....	572	4	2
Talooka Sooverndroog.				
Villagers of Anjun Motey	Monthly Rs. 7-8 up to 31st Jan. 1859, and petty supply allowance at As. 8.	88	0	0
Ditto Velas	Do. Rs. 5 ditto ditto ..	60	0	0
Ditto Bankote..	Do. Rs. 7-8 ditto ditto ..	90	0	0
Ditto Vesvee	Do. Rs. 10 ditto ditto ..	106	10	8
TANNAH COLLECTORATE.				
Talooka Sunjan.				
Inhabitants of Dahanoo	Cash for Schoolmaster's Pay at Dahanoo.	45	0	0
Villagers of Daharee	Do. and petty supply allowance to the School at Moagey Daharee	66	0	0
Talooka Mahim.				
Villagers of Tarapoor	Do. for ditto at Tarapoor ..	74	8	0
Talooka Colwan.				
Martund Vittul and others	Do. for ditto at Gorey ..	74	12	0
Talooka Moorbaur.				
Duttatray Mookoond and others	Do. for ditto at Moorbaur ..	102	0	0
School Committee at Kusba Kanowlee ..	Do. for ditto at Kanowlee ..	78	0	0
Ditto Sayee..	Do. for ditto at Sayee ..	78	0	0
Ditto Sheeroace	Do. for ditto at Sheeroace ..	96	0	0
Talooka Bhewndy.				
School Committee	Do. for ditto at Bhewndy ..	259	5	9
Talooka Salsette.				
Pandoorung Hurjee..	Do. for ditto at Joo	39	6	0
A. F. Henriques and others..	Do. for ditto at Goraee ..	60	0	0
Curseljee Ardaseer	Do. for ditto at Malad ..	102	0	0
Villagers of Karanja..	Do. for ditto at Karanja ..	7	8	0
Ditto Moray	Do. for ditto at Moray ..	0	9	3
Ditto Bandora	Do. for ditto at Bandora ..	22	8	0
Talooka Panwell.				
Villagers of Panwell..	Do. for ditto at Panwell ..	60	9	1
Carried over..	.....	1,165	13	1

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
275. 0 0		
.....	From 8th March 1857 to 17th March 1862.	
.....	From 20th April to 19th April 1862.	
.....	From 21st April to 20th April 1862.	
.....	From 27th April to 26th April 1862.	
916 14 10		
.....	During the existence of the School.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto	{ Contribution ..Rs. 11 0 0 { School Fees .. 49 9 1 Rs. 60 9 1
1,801 14 10		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over..Rs.	.....	1,165	13	1
Villagers of Kurradey	Cash for Schoolmaster's Pay and petty supply allowance to the School at Kurradey.	37	12	0
Ditto Raway	Do. for ditto at Raway ..	13	11	0
Ditto Saee	Do. for ditto at Saee	79	2	0
Talooka Nusrapoor.				
Parents of the School boys	Do. for ditto at Dahewlee ..	67	13	11
Ditto ditto	Do. and the rent of the School-house at Kholapoor.	140	0	0
Ditto ditto	Cash for Schoolmaster's Pay and petty supply allowance to the School at Chowk.	30	9	8
Talooka Sankse.				
Inhabitants of Nagotneh	Do. for ditto at Nagotneh ..	121	7	0
Talooka Rygur.				
Inhabitants of Natowday	Do. for ditto at Natowdey ..	66	0	0
Talooka Rewdunda.				
School Committee	Do. for ditto at Rewdunda ..	47	0	0
SURAT COLLECTORATE.				
Ryots of Chowrasee Purgunnah	Contribution for the Establishment of a new School.	243	0	0
Ditto Chicklee ditto	Ditto	199	1	3
Ditto Mandvie ditto	Ditto	123	0	0
Ditto Surbhone ditto	Ditto	4	8	0
Ditto Parnera ditto	Ditto	7	6	5
Ditto Bugwara ditto	Ditto	54	8	0
BROACH COLLECTORATE.				
Talooka Broach.				
Villagers of Broach	Contribution for the Establishment of a new School.	126	10	1
Talooka Wagra.				
Villagers of Wagra	Ditto	55	0	0
Carried over..Rs.	.....	181	10	1

Annual Value.	For what period to continue.	Remarks.
As. a. p.		
1,891 14 10		
.....	During the existence of the School.	
.....	Ditto.	
.....	Ditto	Contribution .. Rs. 77 11 0 School Fees .. „ 1 7 0 Rs. 79 2 0
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto	School Fees .. Rs. 13 7 0 Contribution .. „ 108 0 0 Rs. 121 7 0
.....	Ditto.	
.....	Ditto.	
1,769 4 8		
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
631 7 8		
.....	For three years.	
.....	Ditto.	
4,292 11 2		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over..Rs.	.....	181	10	1
Purgunnah Unklesur.				
Villagers of Unklesur	Contribution for the Establishment of a new School.	137	2	3
Purgunnah Hansote.				
Villagers of Hansote	Ditto	228	0	0
Cusba Jumboosur.				
Villagers of Jumboosur	Ditto	588	7	2
Purgunnah Ahmode.				
Villagers of Ahmode	Ditto	512	4	0
KAIRA COLLECTORATE.				
Talooka Moundha	Contribution for the Establishment of a new School.	37	8	0
Ditto Thansra	Ditto	297	0	0
Ditto Kupperwunj	Ditto	331	0	0
Ditto Boresud	Ditto	150	0	0
Ditto Neriad	Ditto	1,699	2	5
BELGAUM COLLECTORATE.				
Padshapoor District.				
Villagers of Padshapoor	Cash for Pay of the Schoolmaster and Contingencies.	65	3	0
Sumpgaum District.				
Villagers of Sumpgaum	Ditto	75	0	0
Ditto Belowdee	Ditto	202	0	0
Uthnee District.				
Villagers of Uthnee	Cash for Pay of the Schoolmaster.	65	4	0
Gokah District.				
Villagers of Gokah	Ditto and Contingencies ..	222	13	10
Ditto Yardwar	Ditto of the Schoolmaster.	84	0	0
Purusgud District.				
Villagers of Somduttee	Ditto and Contingencies ..	102	0	0
Ditto Moorgode	Ditto ditto ..	72	4	0
Carried over..Rs.	.....	888	8	10

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
4,292 11 2		
.....	For three years.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
1,647 7 6		
.....	.....	The Collector of Kaira has been called upon to furnish particulars of these items.
.....	.....	
.....	.....	
.....	.....	
.....	.....	
2,514 10 5		
.....	Up to 30th April 1859.	
.....	Five years from 1857-58.	
.....	Ditto from 27th August 1857.	
.....	Ditto from 1st September 1856.	
.....	From 1856-57 to 1860-61.	
.....	Unlimited.	
.....	From 25th July 1856 to 24th July 1864.	
.....	From 1st August 1856 to 31st July 1861.	
8,454 13 1		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over..Rs.	.....	888	8	10
Chikoree District.				
Villagers of Chickoree	Cash for Pay of the School-master.	119	14	0
Ditto Sunkeshwer	Ditto	157	0	0
Ditto Neepannee	Ditto	136	9	0
Ditto Hookeree	Ditto	96	8	0
Beedee District.				
Villagers of Beedee	Ditto and Contingencies ..	53	4	0
Ditto Khanapoor	Ditto ditto ..	7	4	0
Ditto Kittoor	Ditto of the Schoolmaster.	61	14	0
Badamee District.				
Villagers of Badamee	Ditto and Contingencies ..	24	0	0
Ditto Goolidgood	Ditto ditto ..	55	0	0
Ditto Purwuttee	Ditto ditto ..	26	4	0
Bagulkote District.				
Villagers of Bagulkote	Ditto of the Schoolmaster and his Assistant.	38	10	0
Hoongoond District.				
Villagers of Hoongoond	Ditto and Contingencies ..	31	5	8
Ditto Illikul	Ditto and erection of School-house.	53	0	0
KANDEISH COLLECTORATE.				
Talooka Dhoolia.				
Inhabitants of Dhoolia	For building a new Schoolhouse.	276	4	0
Talooka Chalisgaum.				
Inhabitants of Chalisgaum..	Ditto	474	4	0
Talooka Chopra.				
Inhabitants of Chopra	Ditto	37	0	0
Talooka Nusseerabad.				
Inhabitants of Nusseerabad..	Ditto	80	0	0
Ditto ditto	Cash for Schoolmaster's Pay and Contingencies.	163	0	0
Carried over..Rs.	.....	1,030	8	0

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
8,454 13 1	.....	
.....	From 1st Jan. 1855 to 31st Dec. 1859.	
.....	From 1st Oct. 1856 to 30th Sept. 1861.	
.....	From 1st Aug. 1856 to 31st July 1861.	
.....	Unlimited.	
.....	During the existence of the School.	
.....	Ditto.	
.....	Ditto.	
.....	Five years from 17th September 1856.	
.....	Ditto.	
.....	Ditto.	
.....	From 15th June 1856 to 15th June 1861.	
.....	From 8th August 1856 to 7th Aug. 1861.	
.....	From 1st Sept. 1856 to 31st Aug. 1861.	
1,749 2 0		
.....	.....	
.....	.....	
.....	.....	
.....	During the existence of the School.	
10,203 15 1		
19 r		

133312

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over..Rs.	.....	1,030	8	0
Talooka Nundoorbar.				
Inhabitants of Nundoorbar	Cash for Schoolmaster's Pay and Contingencies.	157	8	7
Talooka Thalnair.				
Inhabitants of Thalnair	Ditto	98	0	0
Talooka Yawul.				
Inhabitants of Yawul	Ditto	87	4	0
KURRACHEE COLLECTORATE.				
Mulk Sirdar Khan Numeen of Kotree ..	Jageer Cess towards School expenses.	77	0	0
Syud Goolam Rasool Shaha	Ditto	28	0	0
Municipality Kotree..	School expenses	144	0	0
Ditto Sehwan	Ditto	360	0	0
Inhabitants of Tatta..	Pay to the Schoolmaster ..	300	0	0
Ditto of Juruk	Ditto	120	0	0
POLITICAL AGENT KATTYWAR.				
Talooka Choora.				
Inhabitants of Choora	Yearly Subscription	150	0	0
Talooka Than Luktur.				
Inhabitants of Than Luktur	Ditto	200	0	0
The Rana of Porebunder	Ditto	500	0	0
The Jam of Nowanuggur	Ditto	1,000	0	0
The Chief of Limree..	Ditto	300	0	0
Ditto of Palitana	Ditto	400	0	0
Ditto of Drangdra	Ditto	1,000	0	0
DHARWAR COLLECTORATE.				
Talooka Dummul.				
Inhabitants of Gudug	Cash for Pay of the Schoolmaster at Gudug.	156	4	0
Talooka Bunkapore.				
Inhabitants of Seergaum	Ditto at Seergaum ..	116	0	0
Ditto of Bunkapore	Ditto at Bunkapore ..	78	0	0
Carried over..Rs.	.....	350	4	0

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
10,203 15 1		
1,373 4 7		
1,029 0 0		
.....	During the existence of the Educational Department.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
.....	Ditto.	
3,550 0 0		
16,156 3 8		

Name of Donor.	Description of Donation.	Rs. a. p.
Brought over..Rs.	.....	350 4 0
Inhabitants of Havery	Cash for pay of the School-master at Havery.	102 12 0
Talooka Hangul.		
Inhabitants of Hangul	Ditto at Hangul ..	56 8 0
Talooka Hooblee.		
Inhabitants of Kulghutgee	Ditto at Kulghutgee ..	72 12 0
Ditto of Misreekote	Ditto at Misreekote ..	58 8 0
Talooka Ranebednore.		
Inhabitants of Biadgee	Ditto at Biadgee ..	50 2 0
Ditto of Ranebednore	Ditto at Ranebednore ..	58 12 0
Talooka Koad.		
Inhabitants of Rutteehullee	Ditto at Rutteehullee ..	65 0 0
Ditto of Kagnuttee	Ditto at Kagnuttee ..	73 10 6
	Total..Rs.	.....

Annual Value.	For what period to continue.	Remarks.
Rs. a. p.		
16,156 3 8		
888 4 6		
17,044 8 2		

TABLE 17.

General Statement of Amount expended by Government on Education during the Year 1858-59.

	Salaries.	Scholarships.	Building.	Contingencies and Books.	Grants-in-Aid.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
General Establishment	1,79,641 8 6	.....	.....	48,253 13 6	....	2,27,895 6 0
Government Colleges and Schools.						
General	1,38,096 13 11	.....	.....	5,497 2 10	....	1,43,594 0 9
Special.....	31,048 15 0	.....	140 0 0	28,087 7 6	....	59,276 6 6
Private Colleges and Schools.						
General	.....	.....	.....	.....	960 0 0	960 0 0
Special.....	.....	.....	.....	.....	....	.....
Total..Rs.	3,48,787 5 5	.....	140 0 0	81,838 7 10	960 0 0	4,31,725 13 3

APPENDIX [A].

PAPERS RELATING TO THE EXAMINATION OF CANDIDATES FOR SENIOR SCHOLARSHIPS IN THE ELPHINSTONE AND POONA COLLEGES.

No. 1757 of 1859.

POONA:

Office of the Director of Public Instruction,
20th August 1859.

To H. YOUNG, Esq.

Chief Secretary to Government, General Department.

Sir,—I have the honour to hand up the original Report of the Examiners for Senior Scholarships of the Elphinstone and Poona Colleges, together with copy of a Memorandum which I have addressed to the Principals of the Colleges respectively.

2. I have pleasure in recording the names of the following young men who have been favourably mentioned by the examiners :—

ELPHINSTONE COLLEGE.

Bulwuntrao Ramcristna,	Mathematics.
Ardaseer Pestonjee,	ditto.
Framjee Sorabjee,	ditto.
Bala Mungesh,	ditto.
Narayen Mahadeo,	ditto.
Ootumram Nurbheram,	ditto, Guzeratee, and Chemistry.
Mahadajee Vishnoo,	Vernacular.
Heerjeebhoy Aspendiarjee,	ditto, also English.
Dulputram Jeevunram,	ditto.
Kristnajee Bapoojee,	ditto.
Wamon Abajee,	ditto.
Muncherjee Dinshaw,	English.

POONA COLLEGE.

Nana Thosur,	English.
Wamon Baput,	ditto.
Nowrojee Pudomjee,	ditto.
Damodur Juggonath,	ditto.
Dorabjee Puddumjee,	ditto.
Kristna Gokhlee,	Mathematics.
Narrayen Gokhlee,	ditto.

I have the honour, &c.

(Signed) E. I. HOWARD,
Director of Public Instruction.

To E. I. HOWARD, Esq.,
Director of Public Instruction.

Sir,—We have the honour to submit the following Report on the Senior Scholarship Examinations of the Elphinstone and Poona Colleges, the results of which, in the award of scholarships and free-studentships, have been already made public.

2. The primary object of the examination being the award of scholarships, it also served the purpose, like the "collections" of an English university, of a periodical test of the progress and attention to their studies of the whole body of students. There were thus three classes of examinees, viz., those who were competing directly for scholarships,—those who had previously obtained them, but who, their progress not having answered the expectations formed of them, had been directed to undergo examination in order to maintain their title to the unexpired period of their scholarships,—and, lastly, those who underwent it simply as a college exercise. It was conducted on the principles laid down in your Notification dated May 29th, 1858, which is subjoined as Appendix A to this report. It commenced on Monday, April 25th, and continued during the week subjoined.

3. The papers which were set are in the Appendix. Their number is the result of the latitude allowed to the students in selecting their English books and voluntary subjects, so varied a list having been given in by them as to render necessary the preparation of more than thirty papers in the department of English literature. It might be advisable to place, in future, some restriction on their choice, *e. g.* to give out a list of ten or twelve standard works, half prose and half poetry,*—a plan which, while giving an ample margin for the individual taste of each student, would tend to direct it to a certain extent, and would also save the labour and difficulty, on the part of the examiners, of framing and arranging into the first and second paper so many sets of questions, and in some cases of consulting the books themselves to verify the answers, which has entailed some delay in making public the result of the examination. Specimens of the best answering are also appended.

4. We proceed, without further preface, to the general details of the examination.

* This suggestion has been adopted. See Senior Scholarship Standard for 1860.—E. I. H.

ELPHINSTONE COLLEGE, BOMBAY.

5. *Number of Students.*—Thirty-four presented themselves for examination. Of these 4 were fourth-year men, 6 third-year, 12 second, and the remainder first.

6. The member of our Board who undertook the English department reports as follows :—

" *Handwriting.*—This, though in some instances laboured, is universally clear and legible, and some is remarkably good. I may mention, in especial, Muncherjee Dinshaw, Bhaee Ramchunder, Dinshaw Jewanjee, and Annundrao Harishunkur.

" *Spelling.*—This is generally correct ; but there are often faults, which appear the result of hurry or carelessness. I find repeatedly 'vallid,' 'pallace,' 'marrige,' 'chalange,' &c., and this sometimes when the word so mis-spelt is actually printed in the questions, and under the student's eye. 'Plular' for *plural*, which seems the consequence of some confusion of ear, often occurs. In a paper on Warren Hastings, the Chief Justice is introduced as Sir *Eliza* Impey ; and elsewhere one student, with the question before his eyes, has given the answer, 'A Sardonic grim is a surpressed grim.'

" *Grammar and Idiom.*—In the papers I have examined, these are generally not more than mediocre. The following are the most common faults : 'the' is often omitted, and as often wrongly inserted ; 'will' and 'shall,' 'could,' 'would,' and 'should' are interchanged, and there is great confusion in the sequence of tenses. There is often a straining after fine words without a clear idea of their meaning, which produces the most grotesque effect.

" One mistake deserves particular notice, because almost universal,—the application of the term 'third person' to nouns in parsing. This odd grammatical distinction I found so general, that I concluded it must be a peculiar fancy of some one of the instructors ; but I understand that they have been repeatedly corrected on this point. They should be informed, therefore, that persistence in this error has told against every man in whose papers it was found.*

" The English of Heerjeebhoy Aspendiarjee and Muncherjee Dinshaw, though not free from occasional mistakes, is remarkably easy and idiomatic, and deserves especial mention.

* *Person* is attributed to nouns in common grammars, such as Hiley's. It is a superfluous distinction, but not, I apprehend, incorrect.—E. I. H.

"*English Literature Papers.*—In the paraphrases and longer questions given in these, a good general comprehension of the author's meaning has been usually evinced. Of the shorter questions, on allusions, &c., I can hardly speak as favourably. In some cases, the writer, without giving any direct answer, has dragged in a quantity of irrelevant matter, as if to show that he knew something, though not what was required. Frequently the object of the question has not been understood, and a bold verbal paraphrase has been given, leaving the point or allusion unexplained; while in some instances, where the student has been completely ignorant of the right answer, the most reckless guesses have been made at one. This is illustrated sufficiently by the answers given to the following question, set from a book (Goldsmith's *Citizen of the World*), which was taken up by a considerable number of students:—

"'Explain:—

"He has infinite taste, *that is flat.*"'

To this, besides the correct answer, we have the following:—1. 'His tastes are varied and innumerable, but a detailed enumeration of them is flat, *i. e.* disgusting.' 2. 'That is flat,—*i. e.* is not according to the temper of the time:' while a third has ingeniously twisted the sentence into the following singular axiom,—'He *that is flat of body* has an infinity of tastes in him.' (!) Such extreme cases as these are confined to the first and second-year men; but traces of similar carelessness sometimes appear even among the senior students.

"There are some favourable exceptions to the generally rather loose and prolix style of answering. The papers of Ardaseer Pestonjee are clearly and sensibly expressed, without pretension or waste of words.

"During the first English literature paper, I regret to say that, owing to a misunderstanding, the arrangements as to chairs and tables were imperfect, and the students being seated too near each other, some copying went on. To this is owing that some stupid mistakes, which disfigure the answers to this paper, are reproduced in almost half the number of papers sent in. Steps were taken at once, and I believe with success, to put a stop to this dishonest and short-sighted practice.

"*Logic.*—According to the terms of the notification, this paper was drawn up in a twofold form containing questions for (1), the lower;

(2), the higher standard. On re-consideration, the paper did not appear sufficiently hard for this purpose; but as none of the candidates took up the higher, the error was remedied by instructing them to answer as many of the whole number of questions as they could, the paper thus serving as a lower standard one. The answers generally evince a fair comprehension of the rudiments of logic. The best paper is that of Bala Mungesh.

"*Essays and Voluntary Subjects.*—Of the writing and expression of the first of these I can speak favourably; specimens of them are given in the Appendix. The subjects given have been, as a rule, sensibly treated, especially by Bala Mungesh and one or two others, but by some writers with a singular confusion of ideas. The writer of one essay, Mahadeo Govind, has thought fit to indulge in foolish and impertinent expressions about the Government which is educating him, and has thus forfeited the marks attached to the longer essay. His shorter one, which is free from such blemishes, is given in the Appendix. The voluntary subject papers are, I think, the best in the whole examination, and evince recollection and intelligence.

"*Grammar and Philology.*—Not very good. About half the students have gained half-marks, or more, for this paper; none seventy-five per cent. Many of the etymologies given are the result of mere guess-work; and the questions have been frequently misunderstood.

"*Vivâ Voce.*—This part of the examination was confined to the Elphinstone College, and was introduced as an additional exercise, which my presence on the spot enabled me to give. As the Poona students did not share in it, no marks have been assigned to it in the general list, which would not have been materially modified, had they been assigned. The result was, on the whole, satisfactory. I may mention Narayen Mahadeo, Trimbuckrao Bapoojee, and Mahadeo Govind, as having answered very creditably."

7. The following is the report of the mathematical examiner on the result of the examination in both colleges:—

"*a.* In accordance with the terms of a Memorandum, furnished by the Director of Public Instruction for the guidance of the senior scholarship examiners, the mathematical subjects were distributed over two papers.

"The first of these contained questions in arithmetic, algebra to quadratic equations, and the first six books of Euclid. To this paper, which was of an elementary character, twenty marks were to be allotted.

"The second or higher paper comprised Euclid (book XI.), algebra (higher), plane trigonometry, geometrical conics, analytical geometry, and the earlier portion of the differential calculus; and fifty marks might be obtained for these subjects.

"*b.* In the regulations for the examination, it had been ordered that any candidate taking up the higher standard in mathematics, and failing to obtain thirty-five marks for the two papers, should have no marks reckoned to him in the award of scholarships. It appeared to me to be a matter of simple justice to those candidates who had attempted the higher paper, that the standard of required excellence should be materially lowered for that paper. It will be seen that the second paper comprises a variety of subjects. Now any candidate who has read all the subjects so high as geometrical conics, would be justified in attempting that paper; but it is very possible that a candidate might acquit himself creditably in the examination in all subjects so high as geometrical conics, and yet, owing to the unusually severe requirements of the examination, fail to obtain any advantage from his careful course of preparatory study. I had the honour of communicating upon this point with the Director of Public Instruction, and I took the opportunity of indicating (what appeared to me) the very discouraging effect of the proposed arrangement, not only on the candidates themselves, but also on the prosecution of mathematical studies generally at the several Government colleges. Mr. Howard suggested, in reply, that any candidate who should have acquitted himself *fairly* in answering a paper should have half marks awarded him, and that full marks should be given to those only who had exhibited a marked excellence in their papers. I found it difficult, on this principle, to classify the results of the examination. I apprehended, however, that I should not be going beyond the wishes of the Director of Public Instruction, if I were to consider all candidates to have acquitted themselves fairly, who had obtained one-fifth of full marks for the higher paper, and one-half for the lower, *i. e.* who had obtained ten marks, at least, in either paper.*

* The Director of Public Instruction has finally acquiesced in this arrangement.

"*c.* With regard to the mathematical attainments of the candidates, as exhibited at the late examination, I have the honour to report that the general result was of a most satisfactory character. It could not, in effect, have been obtained without the skilful teaching of no ordinary instructor. The marks of but few of the candidates fell below the required standard of excellence, while the papers of the higher students showed that genuine, thoughtful, and prolonged exertions had been put forth on their part, and not without the reward which usually attends on such efforts. This remark applies in an especial manner to the candidates from the Elphinstone College, and I feel assured that their acquirements in mathematics would compare favourably with those of the upper classes at our public schools at home.

"*d.* The following candidates exhibited a decided superiority in their papers, displaying an amount of mathematical attainments, in every way creditable to their application :—

"*From the Elphinstone College.*—Ardaseer Pestonjee, Bulwuntrao Ramcristna, Ootumram Nurbheram.

"*From the Poona College.*—Kristna Gokhle, Gunesh Narayen Gokhle.

"I would also mention the following candidates as having sent in very excellent papers, in answer to the more elementary questions. Out of the twenty marks allotted to the first paper,—

1. Bulwuntrao Ramcristna	Elph. Coll.	obtained	18
2. Ardaseer Pestonjee	„	„	17
3. Framjee Sorabjee	„	„	17
4. Kristna Gokhle	Poona Coll.	„	16
5. Bala Mungesh	Elph. Coll.	„	16
6. Narayen Mahadeo	„	„	16

"There were other candidates who evidently possessed a taste for mathematical studies, and considerable aptitude for meeting the peculiar difficulties of the subject, whose attainments, however, as shown in the examination, cannot entitle them to be distinguished with the five students first enumerated.

"*e.* I would here notice the faults which were more generally observable in the papers at the late examination :—An imperfect

acquaintance with the more elementary parts of the subject might, I think, be inferred from the many unsatisfactory definitions given of a 'fraction,' of the 'sine of an angle,' of the 'highest common measure of two algebraical expressions,' and from the fact that the two simple arithmetical problems were solved correctly by a comparatively small number of the candidates, while the ideas entertained by the more advanced students of a 'differential co-efficient,' and of a 'limiting value,' were, in most cases, of the vaguest description. Again, an inaccurate manner of thinking was very generally apparent in the answers given to those questions which involved a certain amount of independent thought in arriving at the required solution. For instance, when asked to 'show that the value of a fraction is not altered by multiplying both numerator and denominator by the same quantity,' the majority of the candidates contented themselves with reiterating the truth of the fact; others illustrated by examples; while, of the few who attempted a proof, the arguments of but one or two could be said to bear any resemblance to a demonstration.

"Perhaps, in the present case, they may be ascribed to an imperfect intercourse, as regards giving and receiving instruction, between the professor and the student; perhaps, also, to the answer being conveyed in a language not native to the candidates. If I were to offer a suggestion, it would be, that by a moderate use of the principle of private tuition, the students be accustomed to write out papers on mathematical subjects, in certain limited times, and aim at neatness and accuracy in the preparation of these 'exercises.' By this means, a habit of close and rapid thinking would be induced, and this is certainly one of the results of a judicious mathematical training.

"*f.* I trust the following remark may not be considered trifling; but I cannot but feel that it will be vain to expect any perfection in the 'style' of replying to examination papers, so long as the candidates are caused to write their answers on the same sheet of paper on which the proposed questions are printed. Whatever may be the motives for the present plan, it cannot but act prejudicially, in so far as it cramps all freedom of action. In an examination in which time is of so much value, too many facilities cannot surely be afforded, with a view to overcoming any annoyances of a mechanical nature.

"*g.* With regard to future examination papers, I think problems on physical subjects might be advantageously introduced.* The study of applied mathematics forms, I believe, part of the 'course' at the 'senior science school,' being classed under the general head of 'natural philosophy.' A student who has a taste for mechanics, or who has studied with success the sciences of hydrostatics, optics, or astronomy, or who has traced in the 'Principia' of Newton the steps which led to the discovery of the law of gravitation, cannot find a fair field for exhibiting the fruit of his industry, or the bent of his genius, in an examination which comprises only geometrical and analytical subjects. An examination in physical subjects may manifest the possession of qualities, the very existence of which could never have been surmised from a pure analytical test.†

"*h.* If it be true that examination papers tend to influence the course of study at places of public instruction, then an omission of the character I have alluded to would lead to the neglect of a class of studies, important whether viewed as a means of high mental discipline or in regard to their attractive and valuable results."

8. The examiner in vernacular sends the following remarks:—

"In this branch four papers were given, viz. 1, on grammar and

* "The chair of applied science has been vacant during the year 1857-58. Lectures will however be delivered this year."

† "The Director of Public Instruction has reminded me that the senior scholarship examination is in the middle of the academical course, and presumably attended by second-year men and fresh-men only. This being the case, so advanced a subject as differential calculus should be omitted from the programme of the examination. I have suggested the following scheme of papers to the Director of Public Instruction:—

I. Geometrical.	II. Analytical.	III. Physical.
Euclid, I.-VI.	Arithmetic.	Statics.
Geometrical conics.	Algebra.	Dynamics.
	Plane trigonometry.	Hydrostatics.
	Analytical geometry.	

"Any student who has mastered the difficulties of analytical geometry will meet but few obstacles in the study of the elements of the above physical subjects."

Differential calculus has been omitted from the Senior Scholarship Standard of 1860, and physics introduced as a voluntary extra subject.—E.I.H.

and philology; 2, translation (*b*); 3, translation (*a*); and 4, a vernacular essay.

"In grammar and philology Mahadajee Vishnoo and Wamon Abajee answered best amongst the Murathee-speaking students, and Ootumram Nurbheram amongst the Guzerathee-speaking ones. Sixteen out of thirty-four answered 50 per cent. and upwards. There is, however, considerable room for improvement.

"Translation paper (*b*) was attempted by only one student, who failed in doing it even moderately. I believe the college students are not taught to translate in verse, and are unable to translate English verse into vernacular verse, and *vice versâ*.

"Translation (*a*). The English passage was fairly translated into the vernacular by the majority of students, the vernacular pieces were not so well rendered into English.

"Nearly one half of the students failed in their vernacular essay. They did not understand what they were asked to write about. Out of fifty-four, only five papers were valued fifty per cent. and upwards, viz. those of Kristnajee Bapajee, Wamon Abajee, Dulputram Jeevunram, Mahadajee Vishnoo, and Heerjeebhoy Aspendiarjee."

9. *Chemistry.*—This subject was only offered by candidates from the Elphinstone College, and is thus briefly commented on by the examiner in the department:—

"I have few remarks to make upon the written answers in chemistry. They were fully equal to those of former years, and were evidently the result of independent reflection. Those of Ootumram Nurbheram were exceedingly creditable.

"The practical testing formed a new feature in the examination. Only three students attempted it, of whom one does not seem to have been present at the written examination. Ootumram Nurbheram was the only student who was tolerably successful. I would not pass a harsh judgment on the failure of the others on this first occasion, but students should remember that without the habit of observation and the tact which can only be acquired by use, the truths of natural science will seldom take a lasting hold of the mind, and that, wanting this, the study will bring but little fruit."

Poona College.

10. *Number of Students.*—The number of students who presented themselves for examination was 28; of these 9 were fourth-

year men, 8 third, 3 second, and the remainder first. Considerable delay has been incurred in ascertaining these numbers, owing to the wilful carelessness of the candidates themselves. They were directed (see Paper I., in the Appendix) to enter the date of their entrance at the college according to the form given them; but, with that singular incapacity for obeying a plain order which is often to be observed in this country, they in many instances omitted to do so, and the data supplied were quite inadequate. The proportions here stated had to be subsequently ascertained.

11. The following is the report on the English branch of the examination:—

"*Handwriting.*—That of the papers which I have examined is very fair, though not perhaps quite equal to the writing of the Elphinstone students; and some papers are remarkable for the careless or hurried omission of words and syllables. Some of the best writing is that of Dorabjee and Nowrojee Pudumjee, Bhao Huree, Munohur Govind, and Gopal Chimnajee.

"*Grammar.*—I can speak favourably on this head. The papers are generally rather more free than those of the Elphinstone students from the mistakes of idiom alluded to in paragraph 3; that of 'nouns of the third person,' however, appears not unfrequently. Several of the English essays, though not free from peculiarities, are very well expressed. I may particularise those of Nana Thosur, Wamon Baput, and Nowrojee Pudumjee.

"*English Literature Papers.*—Many of the questions of these are fairly answered: those which refer to the author's meaning and to the contents of the book (see above, paragraph 6) are the best. Several of the students, however, do not seem to understand what is meant by paraphrase; and the shorter questions, on allusions, &c., have often not been at all comprehended, the answer failing completely of explaining the point required, and in some cases mixing up two or more questions in the strangest manner. The etymologies in particular give instances of the wildest conjecture, *e. g.* 'heaven, from the Latin *heavio*, to lift,' 'sarcasm, from *sarcus*, black;' while venial is derived, by different writers, from '*vendo*,' '*Venus*,' '*veno*, to come,' and '*vernis*, spring.'

"The paper of Damodur Juggonath on Julius Cæsar deserves especial praise. It shows a good comprehension of the author, joined to a very retentive memory.

"*Logic.*—I have mentioned already the difficulty which arose about this paper, and also how it was disposed of in the case of the Elphinstone students. As the plan adopted, however, did not offer itself until the men were assembled for the paper, it was too late to give the same intimation to the Poona students. Accordingly, the majority have confined themselves to the first division of the paper, although some have answered several of the second portion very creditably. As one has annexed to his paper, 'I know the following questions, but do not attempt them, as I have only taken up the lower standard;' another, 'I know them, but was told by the Principal not to do them;' a third, 'with the permission of the Principal I have answered them;' and a fourth, 'I know them, *but was told not to do them by those who have only taken up the lower standard,*' (!) it is not easy to discover the real state of the case, but I do not think that such scrupulous abstinence as that professed by No. 1 would have been evinced anywhere but in this country.

"Had there been any competition for scholarships between the two colleges, there would have been considerable difficulty in valuing the papers; but there is none such, the students of each college competing only among themselves. It seemed unfair to give the Poona students twenty marks for only five questions, when the Elphinstone men obtained only twenty for the whole eleven. In this case also, extra marks must have been given to those who answered some of the second division,—a step which was never contemplated. I have therefore settled the question in what appeared the most equitable way. Ten marks have been assigned to the first division of the questions, and the second have been valued according to the previously fixed scale. This seems to meet all cases as nearly as circumstances will allow. Those who took the proper course of consulting the Principal, or who, without asking questions, did all that they could, will obtain the advantage of their industry. The student who says that the Principal forbade him to try the questions, probably labours under some mistake. Those who made a private agreement not to attempt them will pay the penalty of doing so; while in forming an estimate of the comparative logical proficiency of the two colleges, allowance may be made, *à discretion*, for the possibly sincere but (to European ideas) rather suspicious conscientiousness of the remaining body. Damodur Juggonath and Nowrojee Pudumjee have answered the questions

well, and some others very creditably. In consideration to the scrupulous students, all marks gained by them have been counted, even when less than the half number.

"*English Essays and Voluntary Subjects.*—The essays are generally fair. With one or two exceptions, all have gained half marks, but none have reached 75 per cent. in the longer essay. They are mostly free from gross mistakes, though in one or two instances very oddly expressed. Among the shorter essays, those of Dorabjee and Nowrojee Pudumjee are remarkably good. The former, in especial, is perhaps the best paper that has come before me in any subject. I may take this opportunity to mention the excellent performance of these two students throughout the examination, and the careful and scholarlike style of their papers. Narrayen Kristna's short essay is also good. The voluntary subject papers give very various results. Those of Damodur Juggonath and Nowrojee Pudumjee are the best.

"*Grammar and Philology.*—This paper is not very good. The questions have often been misunderstood. 'Construction' has been usually confounded with 'derivation,' and the etymologies are very careless. The average amount of marks on it, however, is fair. This paper affords an instance of what I have before mentioned,—the mixing up of separate questions, which is singular enough to merit quotation. In question 6 (see Appendix), two short passages are given whose construction is to be explained. These one student has *combined*, and given a *paraphrase* of them as follows:—'But if his sauce was poignant and sharp, and all his gear ready, *it was because his cook was a woe whom neither death nor danger ever could dismay.*'

"*Concluding Remarks.*—Most of the observations called forth by the examination have already been made in noticing the various subjects. I may mention, in conclusion, as one of the principal faults that struck me, the little *reflection*, as compared with the extent of *memory*, evinced. There is too much learning by heart, and too little independent thinking. This is shown in the many answers given almost in the words of the books, and in the many cases where the terms of the question have not been fairly understood. Again, few students have hesitated to give the Greek or Latin derivation of a word; but, passing over the cases where the answer has been absolute nonsense and conjecture, 75 per cent. of the

correct derivations have been wrongly spelt. In explaining to the students the etymology of the words which they encounter, great care should be taken that the roots which they do learn be correctly learned; while in many cases it would be quite sufficient for them to know that the word is derived from the Latin or Greek, as the case may be. To the ambitious superficiality which has an inaccurate knowledge of everything, all young students, and especially orientals, are quite sufficiently prone. The best papers, on the whole, are decidedly the English essays and the historical papers. Some of these are exceedingly creditable. I may mention, lastly, that in adding up the marks gained by the students, considerable changes were made by the carrying out of the principle laid down in the Director of Public Instruction's notification, that less than half marks gained in any subject should have no value assigned to them in the award of scholarships."

12. The mathematical report for both colleges has been given after paragraph 7. The vernacular part of the examination is thus commented on:—

"In grammar and philology, ten out of twenty-nine answered fifty per cent. and upwards.

"Translation (*b*) was not at all attempted. In translation (*a*) some of the students came out fairly. From the paper, it appeared to me that students of very unequal standing were mixed in this class. The disparity in the merits of the different productions is, in some instances, great.

"Of the twenty-nine competitors, only two have received more than fifty per cent. of marks in vernacular composition; two wrote no essays at all; and seventeen could not make out the subject matter of their essay. The language of some of them was far from being good."

13. The remarks suggested by the perusal of the papers on the several subjects have been given in the separate reports of the members of our Board, at sufficient length to render it unnecessary to say much in conclusion on the general result. Considering the papers quoted in the report of last year's Government examiners to represent the best answering, there does not appear to be much difference between them and those of this year.

14. The defects apparent in the examination to which we may, in concluding, direct attention, are (*a*), the careless and random

style in which some of the papers were done, as shown in cases where the candidates have attempted to give an answer of some sort to questions about which they were totally ignorant; and (*b*), imperfect or inaccurate knowledge of the ground-work of a subject, on the part of those who have attempted its higher branches to a considerable extent. On the bad effects of these faults, which have been already mentioned in the separate reports, there is no need to dilate. The first of them, which is so repugnant to European ideas of the serious character of an examination as a mental discipline, will be remedied in the natural course of things, as a scholarlike and academic feeling is by degrees established among the students; to the second can only be opposed very careful and systematic cultivation of accurate rudimentary knowledge, and discouragement of prematurely ambitious study.

15. Lastly, we would respectfully recommend to the Director of Public Instruction's consideration, our proposal as to limiting the subjects in literature to be offered by candidates. The books in which, on this occasion, variety and eccentricity of choice have been displayed, are those which the students have offered as subjects after their own private study. To restrict these to the limits of a sufficiently copious list, would have the effect of exercising over the private reading of the students a control and direction similar to that exercised by the college course over their public studies, and, without doing violence to the individual taste of any student, of promoting the perusal, in the first place, of our standard authors, with a view to academical distinction, to a greater extent than is effected by the course of works publicly lectured on in the colleges. With this view we beg to recommend the adoption of the measure.

We have the honour to be,
Sir,
Your most obedient servants,

(Signed) Robert Haines,
Cawasjee Shapurjee,
Wishwanath Narayen Mundlik,
Herbert M. Birdwood,
W. H. Newnham,
Government Examiners.

Bombay, 3rd August 1859.

APPENDIX A.

NOTIFICATION.

ELPHINSTONE AND POONA COLLEGES.

SENIOR SCHOLARSHIP STANDARD, 1859.

A.—LANGUAGE.

		Marks.
1. ENGLISH BOOKS. (*a*) Lower Standard Minimum	One book of prose (length of Bacon's Essays)	20
	One book of poetry (length of a book of Paradise Lost).....	
(*b*) Higher Standard Minimum....	Two books of prose, and two of poetry (as before)	50 { 20 / 30
2. TRANSLATION of PROSE and VERSE, English and Vernacular:—		
(*a*) Lower Standard, into prose		20
(*b*) Higher Standard, into prose and verse		70 { 20 / 50
3. ORIGINAL COMPOSITION. An Essay.		
(*a*) Lower Standard, Vernacular		20
(*b*) Higher Standard, English and Vernacular ..		50 { 20 / 30
4. GRAMMAR and PHILOLOGY, English and Vernacular		40

B.—MATHEMATICS.

(*a*) Lower Standard; Arithmetic; Euclid, Books I.—VI. Algebra to Quadratics		20
(*b*) Higher Standard; Arithmetic; Algebra; Euclid, Books I.—VI., and 21 Propositions of Book XI.; Trigonometry, including Series; Geometrical Conics; Analytical Geometry; 1st part of Differential Calculus		70 { 20 / 50

C.—LOGIC.

	Marks.
(*a*) Lower Standard; School Logic from any ordinary compendium	20
(*b*) Higher Standard; Logic as a subject.....	50

D.—VOLUNTARY SUBJECTS.

One of the following:— 50

1. Chemistry or Botany.
2. History of Greece, Rome, or England,—a *period* to be selected by the candidate.
3. Physical Geography.
4. Sanskrit—Grammar, and Translation from and into English.

Candidates are at liberty to take up either the Higher or Lower Standard, (*a*) or (*b*), in each branch; but in the award of Scholarships, no account will be taken of marks gained in any branch unless they amount to one-half of the full number of marks attached to the subject. For instance, if a candidate taking up the Higher Standard in Mathematics, gain less than 35 marks, no marks at all will be counted to him for Mathematics in the award of Scholarships. If any Candidate gain less than half the marks assigned to the Lower Standard of any branch, he will be held disqualified for a Scholarship or Free Studentship.

The examination will commence, at Bombay and Poona, on the fourth Monday in April, and will last for six days, as follows:—

Monday.—English Books (*a*) and (*b*); Translation (*a*) and (*b*).
Tuesday.—Original Composition (*a*) and (*b*); Grammar, &c.
Wednesday.—Mathematics (*a*) and (*b*); Logic (*a*) and (*b*).
Thursday.—English Books (*b*) only; Translation (*b*) only.
Friday.—Original Composition (*b*) only; Mathematics (*b*) only.
Saturday.—Voluntary Subjects.

Candidates must transmit to the Director of Public Instruction, before the 1st of April, an application for leave to compete, containing a statement of the subjects in the printed standard which they take up for examination, together with certificates that they have not passed their 21st birthday, that they have passed at least

one year in College study, and that they have the permission of the Head of their College to compete for a Senior Scholarship.

Ten Senior Scholarships, and five Free Studentships, will be awarded at the Elphinstone College.

Eight Senior Scholarships, and five Free Studentships, will be awarded at the Poona College.

E. I. HOWARD,
Director of Public Instruction.

Bombay, 29*th May* 1858.

APPENDIX B.

QUESTIONS

SET AT THE SENIOR SCHOLARSHIP EXAMINATION,

25th to 30th April 1859.

Fill up the following table :—

Name
Age last Birthday
College
Date of entrance
Scholar or otherwise
Whether or no Candidate for Senior Scholarship; and if so, at which College

ENGLISH BOOKS.

RASSELAS.

1. Give a short sketch of the plot of this story, and the moral conveyed by it.

2. The *solstitial* rains, and the *equinoctial* hurricanes.

(*a*) Give the etymology and meanings of the words in italics.

(*β*) Explain the passage.

3. "One day, as he was sitting on a bank, he *feigned* to himself an orphan virgin robbed of her little portion by a treacherous lover, and crying after him for restitution and redress."

What is the usual meaning of the word *feigned?* and what does it mean here?

Distinguish between *restitution* and *redress.*

4. "The Prince perceived that this was one of those philosophers, whom he should understand less as he heard him more."

Point out the satire in this passage.

5. Give the etymologies and meaning of the following words :— Lutanist, perspicacity, peculiar, diversion, instilled, querulous.

WARREN HASTINGS.

1. Who was Imhoff? and what transaction took place between him and Hastings?

2. Explain the following expressions :—

(*a*) Fiefs of the spear.

What vernacular word, used in Revenue business, best corresponds to this?

(*b*) The *golden days*, when the Affghan princes ruled in the vale of Rohilcund.

(*c*) "A tempestuous sensibility which domineered over all his faculties."

3. Distinguish "unjust" and "illegal."

2. Explain the expression :—

Gentlemen who *write above their abilities*.

The records of every consultation were filled with *acrimonious minutes*.

5. Give the etymologies and meanings of the following words : —Option, refund, levée, technical, composure, acquiesce.

HERODOTI EUTERPE.

1. What is Herodotus's opinion of the former state of what is now the country of Egypt? and how does he think it was formed?

2. Explain :—

(*a*) Men of *mark* and wisdom.

(*β*) The *Etesian* winds.

(*γ*) Its *perimeter* is nine *schœnes*.

(*δ*) The eight gods, who, they say, existed before the twelve.

3. Give Herodotus's reason for the Nile overflowing in summer.

4. "Amasis had been .... *in no respects seriously given.*" Paraphrase the words in italics.

5. Give the etymology and meaning of—Trireme, person, mysteries, rituals.

BUTLER'S ANALOGY. Part I.

1. State briefly what Bishop Butler proposes to show in this treatise.

2. Explain :—

(α) Moral discipline.
(β) Necessary agent.
(γ) Free agent.
(δ) Moral obligation.

3. Distinguish Presumption and Probability. How does Presumption tend towards Moral Certainty?

4. Give as concisely as possible the argument to prove that "necessity, supposed possible and reconcileable with the constitution of things, does not destroy the proof that the author of Nature will render his creatures happy or miserable, as they behave well or ill."

5. Give the etymologies and meanings of—Revelation, credible, prejudiced, tradition, evidence, demonstration.

GOLDSMITH'S TRAVELLER AND DESERTED VILLAGE.

1. (α) For wealth was theirs, *not far removed the date,*
When commerce proudly flourished through the state.
At her command the palace learn'd to rise,
Again the long-fallen column sought the skies.
The canvas glow'd beyond e'en nature warm,
The pregnant quarry teem'd with human form.

What is the syntax, and meaning, of the words in italics? Point out the metaphors in this passage. Explain fully the two last lines.

(β) " No vernal blooms their torpid rocks array,
But winter ling'ring chills the lap of May."

Paraphrase this.

2. Explain the meaning of the following passages :—

(α) Drags at each remove a lengthening chain.

(β) With patient angle trolls the finny deep.

(γ) While the pent ocean rising o'er the pile,
Sees an amphibious world beneath him smile.

(δ) The twelve good rules, the royal game of Goose.

3. Parse the words in italics :—

(α) The watch-dog's voice that *bay'd* the whispering wind,
And the loud laugh that *spoke* the vacant mind.

(β) *Passing* rich with forty pounds a year.

(γ) . . . . Rocks, by custom, *turn* to beds of *down*.

(δ) Some high festival *of once a year*.

4. Give as shortly as possible a sketch of the purport of the poem of " The Traveller."

5. The etymologies and meanings of the following words :— Prime, pensive, charity, torrid, florid, amphibious, spendthrift, presage, mole.

PARADISE LOST. Book I.

His spear, to equal which the tallest pine
Hewn on Norwegian hills, to be the mast
Of some great ammiral, were but a wand
He walk'd with, to support uneasy steps
Over the burning marle, not like those steps
On Heaven's azure: and the torrid clime
Smote on him sore besides, vaulted with fire:
Nathless he so endured, till on the beach
Of that inflamed sea he stood, and called
His legions.

Paraphrase without expanding.

Point out any words here which are (α) unusually spelt, (δ) used in an unusual manner.

2. Explain the following passages :—

(*a*) Above the Aonian mount.

(*β*) The rebel king
Doubled that sin in Bethel and in Dan,
Likening his Maker to the grazed ox.

(*γ*) Babel and the works of Memphian kings.

(*δ*) That Pygmæan race
Beyond the Indian mount.

3. Parse the words in italics :—

Witness the streets of Sodom, and that night
In Gibeah.
These were the *prime* in order and in might.
To mitigate and 'suage
With solemn *touches* troubled thoughts.
Such *resting* found the sole of unblest feet.

4. Give the etymology and meaning of the following words :— Fanatic, horizontal, levied, mineral, nathless, sonorous.

5. Translate into your vernacular :—

(*a*) Let us not slip the occasion.

(*β*) The rest were long to tell.

LADY OF THE LAKE. CS. i. ii. iii.

1. Paraphrase :—

(*a*) The stag at eve had drunk his fill,
Where danced the moon on Monan's rill.

(*β*) The wily quarry shunn'd the shock,
And turned him from the opposing rock.

(*γ*) My sire's tall form might grace the part
Of Ferragus, or Ascobart.

2. Parse syntactically the words in italics :—

(*a*) *A Douglas thou,*
And shun to wreathe a victor's brow.

(*β*) As stoops the hawk upon his prey,
The henchman *shot him* down the way.

(*γ*) The best of Loch Lomond lie dead on *her* side.

(*δ*) And instant *cross* the lake it shot.

3. Explain :—

(α) The signal roused to *martial coil*,
The sullen margin of Loch Voil.

(β) Banochar's groans to our *slogan* replied.

(γ) Muster'd his breath, his whinyard drew.

4. Give a short character of Ellen Douglas.

5. Give the etymology and meanings of—Burgeon, monument, suppressed, Naiad.

LADY OF THE LAKE. Cs. iv. v.

1. (α) Red Murdoch, bribed to be his guide,
Has charge to lead his steps aside,
Till in steep path, or dingle brown,
He light on those shall bring him down.

(β) Each to his post! all know their charge.

Paraphrase.

2. Explain the following expressions :—

(α) It was a stag, a *stag of ten*,
Bearing his *branches* sturdily.

(β) Nor saw I aught could augur scathe.

(γ) Brave Gael, my pass, in danger tried,
Hangs in my belt, and at my side.

(δ) FitzJames's blade was sword and shield.

3. What oracle was obtained by the Gaels? and by what ceremony was it obtained?

4. Who was Blanche of Devan?

5. Give the etymology and meaning of the following words :—Feint, knight, collation, expert, valour.

LAY OF THE LAST MINSTREL.

If thou would'st view fair Melrose aright,
Go visit it by the pale moonlight:
For the gay beams of lightsome day
Gild but to flout the ruins grey.

When the broken arches are black in night,
And each shafted oriel glimmers white;
When the cold lights uncertain shower
Streams on the ruin'd central tower:
When buttress and buttress alternately
Seem fram'd of ebon and ivory;
* * * * *
Then go, but go alone the while,
And view St. David's ruined pile:
And home returning, soothly swear
Was never scene so sad and fair.

Paraphrase without expanding; criticise the passage in italics.

2. (*a*) The moonbeam kissed the holy pane,
And threw on the *pavement* a bloody stain.

(*β*) The keystone that locked each ribbed aisle
Was a fleur-de-lys or a quatre-feuille.

(*γ*) Alike to him was tide or time,
Moonless midnight or *matin prime.*

(*δ*) He marked the crane on the Baron's crest.

Explain these passages.

3. (*a*) He was *waspish, arch,* and *litherlie.*

(*β*) He of his service was *full fain.*

Paraphrase the words in italics.

4. Give the etymology and meaning of the following words:—Curfew, scutcheon, amice, corbel, alarum, gorse, fell, cairn, tarn, sheeling.

5. Quote any passages which illustrate the state of the Border at the time of the story.

TRANSLATIONS.

MARATHI.

Translate into English Prose:—

१. कितीएक पुरुष असे असताहेत, कीं त्यांपासून लोकांस पाहिजे तितका उपद्रव होवो, त्याचा ते विचारच करीत नाहींत; लहानसा एकादा त्यांचा स्वार्थ साधला म्हणजे झालें. एक घर नागवायास सांपडावें म्हणून

सगळी आळीची आळी पेटविता चोर मागें पुढें पाहत नाहींत. कळ पेटविणारे आहेत ते विचार करीत नाहींत कीं, ह्या आपल्या लावालावींनें कितिकांचा मैत्री तुटतील, व कितिका कुटुंबांमध्यें विरोध उत्पन्न होतील. राजकारस्थानी पुरुषांमध्यें कितीएक असे आहेत कीं जाणीं राजकारणांत चौघांचें एकचित्त होऊंदेऊंच नये; फूट पाडीत असावें; जेणेंकरून लढाया लागून रक्ताचें पूर वाहतील; तसें तसें करीत असावें. सर्व राष्ट्राचें वाटोळें होऊन आपले हातीं सत्ता येते, असें जर आहे, तर तसें करायास ते अनमान करीत नाहींत. रांडावलेल्या बायकांचीं आंसवें, पोरके मुलांची ओरडाओरड, दुःखित लोकांची हायहाय हीं त्यां पुरुषांचा अंतःकरणास द्रव आणीत नाहींत. ते ढीवरासारिखे मनाचे घट्ट होऊन आपला स्वार्थ साधीत असतात, आणि पुसलें असतां म्हणतात कीं, असें केल्यावांचून आमच्याने राहवत नाहीं. हायहाय! काय हो क्रूर कर्म हीं! आणि काय हो वेडेपणा हा! तर जांचा हृदयांत नीतीचा लेश आहे, आणि जे लोकांचे हितकर्ते, त्यांणीं असल्या अधर्माचा कर्मास शक्ति चाले पर्यंत हाणून पाडावें.

Translate the following, for the Lower Standard into Prose; for the Higher, into Verse :—

यज्ञेपंडितमानी म्हणुनि भ्रमलों बरी असाक्षरता ॥
ज्ञानाभिमान नसता करगतपरमार्थ कां असा क्षरता ॥ १ ॥
दुस्तरसंकट पडतां मारितिशक्रादिहाकवीराजा ॥
त्या जगदीशाकरवीं हूं म्हणुनि हयांस हांकवी राजा ॥ १ ॥
बाइस्यां उगवतांचरवीला ॥ दाटघालुनि दधीचरवीला ॥
त्यांत गे फिरवितांचरवीला ॥ सारकाढुनि हरीचरवीला ॥ १ ॥

GUJARATI.

Translate into English Prose :—

१. केटलाएक पुरुष एवा होय छे के, तेमनाथकी लोकोने गमे तेटलो उपद्रव थयो, तेनो तेओ विचार करता नथी; एकादूं थोडूं सरखूं तेमनुं काम थयूं एटले बस. एक घर लुटवाने मले माटे सघली ओलनी ओल सल-

धावतां चोर आघूं पाछूं जोता नथी. कंकास करावनार छे तेओ विचार करता नथी के, आपणा साचा जूठाथी केटलाएकोनी मित्राई टुटशे. अने केटलाएक कुटुंबोमां विरोध उपन्न थशे. राजकाजना पुरुषोमां केटलाएक एवा होय छे के, जेओ राजना कारणमां चारजणनूं एकचित्त थवाज नहीं दे; फूट पाडता रेहे: जेणेकरीनें लडाइयो लागे, अने लोहीना पूर वहे, तेवूं करता रेहे. आखो मुलख धूल मलीने पोताने हाथ सत्ता आवे एवूं होय तो तेम करवाने तेओ आनाकानी करता नथी. रांडी रांडोना आंसू, न्हाना बालकोना रडारोल, दुखियारा लोकोनी हायवलाय, ए तेवा पुरुषोना अंतःकरणने पिग लावता नथी. तेओ ढीमरना जेवा कठण मनना थईने पोतानो स्वार्थ साधे छे, अने पूछिये त्यारे केहे छे के, एम कर्याविगर अम्हाराथी रेहेवातूं नथी. हायहाय! केवा ए क्रूर कर्मो! अने केवूं ए गांडापणुं! माटे जेना हृदयमां नीतिनो लेश छे, अने जेओ लोकोना हितकर्ता, तेमने एवा अधम कर्मकर्तानें शक्ति चाले त्यांहांसुधी हणी नाखवा.

Translate the following, for the Lower Standard into Prose; for the Higher, into Verse:—

कुंएर रूपतणो नहिपार लइ आव्यातक्षकनेपास ॥
तक्षक घरमां शोभाघणी स्फटिक भींत जडशुधमणी ॥ १ ॥
अंगेअंगा भूषण घणा तेना मूल नवजाए कळ्यां ॥
वाजे वाजां कनकजाळियां सत्य भोवन मंदिर माळियां ॥ २ ॥
तक्षके दीठो राजकुमार क्रोधकरी बोल्या तेणीवार ॥
आबालक कोण लाव्युं अंहीं कहो साचूं एणीगत थई ॥

ENGLISH.

1. Translate into Prose in your Vernacular:—

"While he was yet speaking, a Doe came bounding by them and the king, who had his bow ready, shot her through the heart: telling the Dervish that a fair opportunity now offered for him to show his art. The young man immediately left his own body

breathless on the ground; while at the same instant, that of the Doe was re-animated. She came to the king, fawned upon him, and, after having played several wanton tricks, fell again upon the grass: at the same instant, the body of the Dervish recovered its life."

2. Translate into your Vernacular, for the Lower Standard into Prose; for the Higher, into Verse:—

Among the deepest shades of Night,
Can there be one who sees my way?
Yes—God is like a shining light,
That turns the darkness into day.

ENGLISH COMPOSITION.

Write an Essay in your Vernacular on the changes in Indian Society which have taken place since the days of Manu.

Write a short English Essay on *one* of the following subjects:—

(α) The History of the Emperor Akbar.
(β) Rise and Progress of the Maratha Power.
(γ) The Pindaree and Burmese Wars.
(δ) The Monsoon, and its successive stages.
(ε) Hypocrisy.
(ζ) The difference between Pride and Vanity.

GRAMMAR AND PHILOLOGY.

A.—Marathi.

I.—मला गांवांस जावें लागलें.

1. Parse the words in this sentence, and state the कर्ता, कर्म (if any), प्रयोग and क्रियेचें रूप, as therein given.

2. Difference between the nature of भावी and भावकर्तरि प्रयोग. Illustrate by examples.

3. Decline the verb जाणें.

II.—"सद्गुणी पुरुषास* सर्वदा* उत्तेजन* देणें* हें स्वदेश-हितेच्छूचें* मोठें कर्तव्य* आहे.

1. State under how many समास you can bring the word सद्गुणी.
2. Parse the words marked with an asterisk.

III.—1. Explain the etymology of the following words, and their primary and derived significations, and mention any other words you know derived from the same roots:—

सचैल, चंचल, अध्याहार, लग्न, तर.

2. Give some of the common affixes and prefixes used in the Marathi language, both such as are purely Marathi, and such as are imported from Sanskrit, Persian, and Arabic.

B.—Gujarati.

I.—मनें गामे जवूं पडयूं.

1. Parse the words in this sentence, and state the कर्त्ता, कर्म (if any), प्रयोग and धातूनूं रूप, as therein given.
2. Difference between the nature of भावी and भावकर्त्तरि प्रयोग. Illustrate by examples.
3. Decline the verb जवूं.

II.—सद्गुणी पुरुषने* हमेशा* उत्तेजन* आपवूं* आय स्वदेशनूं कल्याण* चाहानारोनूं मोटूं कर्तव्य* छे.

1. State under how many समास you can bring the word सद्गुणी.
2. Parse the words marked with an asterisk.

III.—1. Explain the etymology of the following words, and their primary and derived significations, and mention any other words derived from the same roots:—

उत्तेजन, लग्न, चोबदार, संहार, सत्यवादी, ज्ञानी.

2. Give some of the affixes and prefixes used in the Gujarati language, both such as are purely Gujarati, and such as are imported from Sanskrit, Persian, and Arabic.

C.—English.

Epitaph.

1. Below this marble monument is laid,
   All that Heav'n wants of this celestial maid,
   Preserve, O sacred tomb, thy trust consigned,
   The mould was made on purpose for the mind;

And she would lose, if, at the latter day,
One atom could be mixed of other clay.

(α) What words here are of Greek, and of Latin derivation?

(β) What figures of speech are used here?
Distinguish between metaphor and allegory.

(γ) Give the different meanings of "want," "mould."

(δ) What is the meaning of "latter" here?

(ε) Distinguish "sacred" and "holy."

(ζ) "She would lose." Explain this.

(η) Scan these lines, and mark the accents.
What is the name of this metre?

2. What is the construction of the words "reliance" and "confidence?" Give examples.

(β) Explain the words "dispense" and "dispensation."

(γ) Give the different meanings of the word Reflection.

3. What is the etymological meaning of the word Impertinent? Whence derived? What is its usual sense? Derive also Impudent, and Insolent.

(β) Give the etymology of the following words:—Venial, irrelevant, sarcasm, connive, unprecedented, reluctant, sequestered.

4. { They gave him little encouragement.
{ They gave him a little encouragement.

{ He could but weep.
{ He could not but weep.

What different meanings do these sentences convey?

(5.) Give an instance of the nominative absolute in English; and show for what other construction it is substituted.

(β) Explain and illustrate, by example, the "Historic Present."

(6) Explain the following poetical constructions:—

(α) "Whom death nor danger ever could dismay."

(β) "Woe was his cook, but if his sauce were
Poignant and sharp, and ready all his gear."

(7) Correct any mistake, or awkwardness of expression, which you may observe in the following sentences:—

(α) "They used to quote this from some Sanskrit Shlok, like the Persian treaties quoted a verse from the Koran."

(β) No sooner he reached his destination than he commenced active measures.

(γ) The Chinese are attaching great importance to filial duty.

(δ) Who is the eldest of you two?

(ϵ) The Almighty, addressing to the elements, said, "O ye that are not still in existence, arise and occupy the respective places."

(*Extract from an Exercise.*)

(ζ) He tuned the strings of the instrument, so that they may produce a pleasing sound.

(η) Unless matters turn out different, I fear we'll be disappointed.

MATHEMATICS.

1. The imperial gallon contains 277·27 cubic inches, and a cubic foot of water weighs 62·42 lbs., find the weight of a pint of water correctly to two places of decimals.

2. A workman A can complete 7 cubic feet of trenching in 5 hours; B can do 10 cubic feet in 3 hours: in what time could A and B working together dig a trench 21 yards long, 7 feet deep, and 4 feet wide?

3. Define a fraction. Show that the value of a fraction is not altered by multiplying both numerator and denominator by the same quantity. Add together the fractions:—

$$\frac{a^2 - bc}{(a+b)(c+a)}, \quad \frac{b^2 - ca}{(b+c)(a+b)}, \quad \frac{c^2 - ab}{(c+a)(b+c)}$$

4. Define the Highest Common Measure of two Algebraical expressions.

Find the H. C. M. of

$$(x^4 - x^3 + 2x^2 + x - 3) \text{ \& } (x^4 + 2x^3 - x - 2)$$

6. Solve the following Equations:—

$$x + \frac{x}{2} + \frac{2x}{3} + \frac{3x}{4} = 1 - \frac{1}{2} + \frac{2}{3} - \frac{3}{4} \quad \ldots\ldots\ldots(1)$$

$$\frac{1}{2}\left(x - \frac{a}{3}\right) - \frac{1}{3}\left(x - \frac{a}{4}\right) + \frac{1}{4}\left(x - \frac{a}{5}\right) = 0. \quad (2)$$

$$\frac{3 - 5x}{4} = \frac{5x}{3}\left(x - 1\right) \quad \ldots\ldots\ldots\ldots\ldots\ldots \quad (3)$$

6. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are equal to two right angles.

Show how the corners of a triangular piece of paper may be turned down, so as to demonstrate the latter part of the above proposition.

7. If a straight line be divided into any two parts, the sum of the squares on the whole line and one of the parts is equal to twice the rectangle contained by the whole line and that part, together with the square on the other part.

Produce a given straight line, so that the sum of the squares on the given line and the part produced may be equal to twice the rectangle contained by the whole line thus produced, and the part produced.

8. If a point be taken within a circle from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle.

PQ are two points, at distances PM, QN from the given straight line MN. With centre P & Q and radii PM, QN, arcs of circles are described, touching the given line (in M & N) and intersecting in S. Show that the point of intersection of the bisectors of the angles MPS, SQN is the centre of the circle passing through the points M, S, N.

9. The angles in the same segment of a circle are equal to one another.

10. To describe a circle about a given triangle.

11. When is the first of four magnitudes said to have the same ratio to the second as the third has to the fourth?

The sides about the equal angles of equiangular triangles are proportionals.

12. Similar triangles are to one another in the duplicate ratio of their homologous sides.

LOGIC.

I.—Lower Standard.

1. Explain the defects incident to the different operations of the mind.

What is the use of words?
Explain First and Second Intention.

2. Give instances of—

(α) Categorical Propositions.
(β) Impossible Matter.
(γ) Contradictory Propositions.
(δ) Subaltern Propositions.

3. Convert (1) Simply, (2) Per accidens, the following Proposition:—

"Bombay is a city."

4. What is the "*Dictum de Omni et Nullo?*"

5. All Virtue is good.
Prudence is good.
Therefore Prudence is a virtue.

Criticise this Syllogism.

II.—Additional Questions for the Higher Standard.

6. "Queen Elizabeth was a courageous woman, for she despised the threats of her enemies."

What is this sentence, in its present form, called?
Alter it into a complete Syllogism.

7. Explain the nature of a *Dilemma*. Give an example.

8. What is the difference between *deductive* and *inductive* reasoning?

9. "I recommend you to leave that house. It is situated too near the Main Drain. Succaram lived there before, and he was taken ill. Pestonjee was obliged to leave it for the same reason. Dadabhoy certainly lived there without being hurt: but his constitution is very strong. Yours is much weaker; you had better go."

Show in a logical form the arguments in this passage.

10. Give a short sketch of the uses of Logic.

11. Explain the Composition of Causes.

ENGLISH BOOKS.

Vicar of Wakefield.

1. Explain briefly how the younger Thornhill's schemes were defeated.

Distinguish between Remorse and Repentance.

2. (α) "Though I did not entirely believe all the fellows told me, yet I reflected that the number of witnesses was a strong presumption they were right, and St. Gregory, upon Good Works, professes himself to be of the same opinion."

(β) "He assured me that the whole secret (of criticising pictures) consisted in a strict adherence to two rules—the one always to observe that the picture might have been better if the painter had taken more pains: the other, to praise the works of Pietro Perugino."

Point out and explain the satire in these passages.

3. "We shall shortly see which is the fittest object of scorn, you or me."

Point out any grammatical errors in this sentence.

4. Explain the following expressions:—

(α) May I die by an anodyne necklace.
(β) A train of accidents.
(γ) This tawny Sibyl.
(δ) A true Sardonic grin.
(ε) Fudge.

5. Give the etymologies and meanings of the following:—Consummate, adulation, eccentric, *vacant hilarity* (meaning of this expression), analytical, arraign.

Warren Hastings.

1. Give a short history of Nuncomar.

2. Explain the following expressions:—

(α) .... To *buy rotten boroughs* in Cornwall.
(β) High usury and bad security generally go together.
(γ) Elaborate tissues of circumstantial falsehood.

(δ) A man to whom every sort of villany had been repeatedly *brought home.*

(ε) Bengal would defray its own charges.

3. Paraphrase :—

With all his softness, the Bengali is by no means placable in his enmities or prone to *pity.*

The public curiosity, *long* suspended, seemed to be revived.

Parse the words in italics.

4. Distinguish between a government *de facto* and a government *de jure.*

5. Give the etymologies and meanings of—Alluvial, sheriff, indiscreet, phantom; and the various meanings of—Abuse, capital, contracts.

TRENCH'S ENGLISH, PAST AND PRESENT.

1. "The first and foremost step to all good works is the dread and fear of the Lord of Heaven and Earth."

Paraphrase this, substituting words of foreign origin for the Saxon.

"The ancient Persian religion fell with the Government, but the language remained totally unaffected by the Revolution in *its* grammatical structure and character."

What words here are foreign and what Saxon? Parse "*its.*"

2. From what languages are the following words derived?—Cherub, tariff, lilac, potato, bamboo, charlatan, palaver, yacht.

3. What was the period of the chief addition of French words to the English language?

4. Distinguish—

Antic and antique, human and humane, happily and haply, ordinance and ordnance, poesy and posy.

5. Parse cedarn, glode, clomb, housen.

BUTLER'S SERMONS.

1. State briefly the argument of Bishop Butler that we were made for society and to do good to our fellow-creatures.

2. Explain the meaning of (α) Benevolence; (β) Self-love; (γ) the Affections; and show the distinction between them.

What part of the animated world does the possession of Conscience distinguish? and what is meant by men being *a law* to *themselves?*

3. They *negligently*, nay even *knowingly*, are the authors of their own ruin.

Explain clearly the difference between the words in italics.

4. What is a Final Cause? What are the final causes of Compassion?

Distinguish Compassion and Sympathy, as generally used. Is this distinction *etymologically* correct?

5. "All things are double one against the other." Explain.

Give the etymologies of—Liberality and bounty, mitigation and relief; and the different meanings of the word *overlook*.

GOLDSMITH'S CITIZEN OF THE WORLD.

1. Paraphrase:—

A well-timed shrug, and admiring attitude, and one or two exotic notes of exclamation are sufficient qualifications for men of low circumstances to curry favour.

2. Explain the following:—

(α) *Pare my Nails*, ye powers of Heaven! ere I would consent to such an exchange.

(β) How would a Chinese be regarded, should he carry all his good manners *beyond the Great Wall?*

(γ) Another (lady) was brighter than the morning star, but he disapproved of her *fong whang*.

3. Explain the words in italics:—

(α) He has infinite taste, *that is flat*.

(β) A fellow of *smart parts and pretensions*.

4. When Parmenio the Grecian had done something which excited an universal shout from the surrounding multitude, ... turning to a philosopher who stood near him, "Pray, Sir," says he, "pardon me, I fear I have been guilty of some absurdity."

Point out the satire contained in this passage.

5. Give the etymologies and meanings of—Sanguine, opulent, hack-writer, toad-eater, insidious, sated.

SAMSON AGONISTES.

1. Paraphrase :—

He must allege some cause, and offer'd fight
Will not dare mention, lest a question rise,
Whether he durst accept the offer or not:
And that he durst not plain enough appear'd.
Much more affliction than already felt
They cannot well impose, nor I sustain.
But come what will, my deadliest foe will prove
My speediest friend, by death to rid me hence.
The worst that he can give, to me the best.

2. Explain :—

(α) —— to stain my vow of Nazarite.
(β) (Gifts)—draw a scorpion tail behind.
(γ) Breath of vernal air from snowy Alp.

3. Who, to save her country from a fierce destroyer, *chose*
Above the faith of wedlock bands.

Of whom is this said? Parse the words in italics.

4. (α) Reap nothing but repulse and hate.
Bid go with evil omen.
(β) *Smile* she or *lour*.
(γ) All that *band* them to resist.
(δ) Calm of mind, *all passion spent*.

Parse the words in italics.

5. Give the etymology and meanings of—Acquist, lavers, lyrick, hypocrisy, balm, reins, turbulent.

PARADISE LOST. Book i.

What though the field be lost?
All is not lost: the unconquerable will,
And study of revenge, immortal hate,
And courage never to submit or yield,

And what is else not to be overcome;
That glory never shall his wrath or might
Extort from me. To bow and sue for grace
With suppliant knee, and deify his power,
Who from the terror of this arm so late
Doubted his empire : that were low indeed.

Paraphrase as shortly as possible, and point out any peculiar constructions in this passage which you observe.

2. (*a*) A multitude like which the populous North
Pour'd never from her frozen loins, to pass
Rhene or the Danaw, when her barbarous sons
Came like a deluge on the South, and spread
Beneath Gibraltar to the Libyan sands.

(*β*) .... Smooth Adonis from his native rock
Ran purple to the sea, suppos'd with blood
Of Thammuz yearly wounded.

(*γ*) Uther's son,
Begirt with British and Armoric knights.

(*δ*) The Dorian mood
Of flutes and soft recorders.

(*ε*) That small infantry warr'd on by cranes.

Explain these passages.

3. ——— The ocean stream.

Do you know any old belief which explains this expression?

4. Give the etymologies and *all* the meanings of the following words :—Disastrous, expatiate, subtle, considerate, lucid, horrid.

5. Translate into your vernacular the following sentences :—

(*a*) After the toil of battle to repose
Your wearied virtue.

(*β*) ..... Flown with insolence and wine.

Cowper's Winter Morning Walk.

1. Paraphrase :—

(*a*) There, like the visionary emblem seen
By him of Babylon, life stands a stump,
And filleted around with hoops of brass
Still lives, although his pleasant boughs are gone.

(β) There is Paradise that fears
No forfeiture, and of its fruits he sends
Large prelibation oft to saints below.

2. Explain the words in italics :—

(α) The *moral sense* how sure,
Consulted and obeyed, to guide his steps
Directly to the *first and only fair.*

(β) The *still small voice* is wanted.

(γ) They *demi-deify* and *fume* him so.
.. . *Inflated* and *astrut* with self-conceit,
He *gulps the windy diet.*

3. Forth goes the woodman, leaving *unconcerned*
The cheerful haunts of men : to wield the axe,
And drive the wedge, in yonder forest drear,
From morn to eve *his solitary task.*

4. No frost can bind it (the water) there; *its* utmost force
Can but arrest the *light* and smoky mist,
That in *its* fall the liquid sheet throws wide.

Parse grammatically and syntactically the words in italics.

5. Give the etymology and meaning of—Pensioner, asunder, intoxicate, emancipate.

Pope's Iliad. Book i.

1. Paraphrase :—

(α) Let great Achilles, to the gods resign'd,
To reason yield the empire o'er his mind.
By awful Juno this command is given.
The king and you are both the care of Heaven.

(β) A prophet then, inspired by Heaven, arose,
And points the crime, and thence derives the woes.
Myself the first the assembled chiefs incline
To avert the vengeance of the power divine.

Point out any peculiarity in these four lines.

2. Explain :—

(α) Fir'd with the thirst which *virtuous envy* breeds.

(β) With *pure lustrations* and with solemn prayers.

(γ) The *warlike maid*, and *monarch of the main*.

(δ) Returning with the twelfth revolving light.

3. Give a short sketch of the occurrences in this book.

4. (α) The generous Greeks their *joint consent* declare
The priest to *reverence* and release the *fair*.

Parse the words in italics.

(β) The rosy morn had purpled o'er the sky.

Do you observe any peculiarity in this line? and how do you explain it?

5. Give the etymologies and meanings of—Hecatomb, resentment, dome, tribunal, ethereal, pest.

ENGLISH COMPOSITION.

Higher Standard.

Write an English Essay on—

The Effects of Railroads on Civilization.

Illustrate by examples, from this Country.

MATHEMATICS.

1. To draw a straight line perpendicular to a plane, from a given point above it.

2. Find the number of permutations of n things taken all together.

The sum of all the Combinations of n things taken 1, 2, 3.... n together $= 2^n - 1$.

3. Sum the following Series—

$1 - \frac{1}{2} + \frac{1}{4} - \frac{1}{8} +$ &c. *ad infinitum*.

$1 + \frac{1}{2} + \frac{1}{3} + \frac{1}{4} +$ &c.... to n terms.

$1^2 + 2^2 + 3 + 4^2 +$... to n terms.

4. Define the sine of an angle, and trace the changes of the sign and value of the *sine* through the four quadrants.

Investigate the general expression for all angles whose sine $= x$.

Prove the Formula $\sin (A + B) = \sin A \cos B + \cos A \sin B$ when $(A + B)$ lies between 90° and 180°, and both A and B are less than 90°.

5. Supposing the Earth to be a sphere of radius 4,000 miles, find the height of a mountain, the top of which is just visible at sea, at a distance of 36 miles.

6. Deduce an expression for the area of a triangle in terms of the sides.

7. The straight line bisecting the angle between the focal distance of any point of a parabola, and the perpendicular from the point on the directrix, meets the parabola in one point only.

Tangents at the extremity of any focal chord in a parabola intersect at right angles in the directrix.

8. The perpendiculars from the foci of an Ellipse upon any tangent interseet the tangent in the circumference of the circle described on the axis major as diameter. If SY, HZ be these perpendiculars, prove that the rectangle SY, $HZ =$ (semi axis minor).[2]

9. Show that the General Equation of the First Degree $Ax + By + C = 0$ between two variables, represents a straight line. What are the intercepts on the axes made by the above straight line?

Interpret the Equation $C = 0$.

10. What conditions must be satisfied by the co-efficients of the Equation

$$Ax^2 + Bxy + Cy^2 + Dx + Ey + F = 0$$

in order that the locus represented by it may be (1) two intersecting straight lines, (2) two parallel straight lines, (3) a point? What loci are represented by the Equations

$$x^2 - a^2 = 0\ ;\ (x - a)^2 = 0\ ;\ x^2 + y^2 = 0$$
$$xy = 0.$$

11. Show that the Equations

$$x = a \sec \phi\ ;\ y = b \tan \phi$$

represent an Hyperbola, and give a geometrical interpretation of the angle ϕ.

12. State clearly what is meant by the expression "the limit of $f(x)$ when $x = o$."

Define a differential co-efficient.

Assuming that L^t $(1 + x)^{\frac{1}{x}} = e$ when $x = o$, find the differential co-efficient of a^x with respect to x. Differentiate the following functions—

$$(6x^6 + 30x^3 + 5)(x-2)$$

$$x^m \overset{n}{a^x} (\log x)^p$$

$$\frac{x - sin\ x^{-1}}{(Sin\ x)^3}$$

HUME'S ENGLISH HISTORY.

Reign of Queen Elizabeth.

1. Give an account of the Spanish expedition to Ireland.
2. Give an account of the Duke of Anjou's negotiations with England.
3. What are the reasons given by Hume for the execution of Mary Queen of Scots?
4. Give a short account of the Irish Rebellion.
5. Describe (1) the laws passed against the Catholics, (2) the principal plots concerted by them against the Queen.
6. Give an account of (1) the Poor-Laws, (2) the Laws about Monopolies passed in this reign.
7. Who were Queen Elizabeth's chief foreign Enemies?
8. State what you know about (1) Essex, (2) Bothwell.
9. Give a short account of English Maritime Affairs in this reign.
10. Enumerate the principal (1) Navigators, (2) Statesmen, (3) Authors of the time of Elizabeth.

Childe Harold, C. iii.

1. (α) There sunk the greatest, *not* the worst of men,
Whose spirit antithetically mixt
One moment of the mightiest, and then
On little objects with like firmness *fixt*,
Extreme in all things: had'st thou been betwixt,
Thy throne had still been thine or never been;
For daring made thy rise as fall.

Paraphrase. Whom do these lines describe? Parse syntactically the words in italics.

(β) His life was one long war with self-sought foes,
Or friends by him self-banished: for his mind
Had grown suspicion's sanctuary, and chose
For its own cruel sacrifice the kind
'Gainst whom he raged with fury strange and blind.
But he was frenzied,—wherefore, who may know?
Since cause might be which skill could never find:
But he was frenzied by disease or woe
To that worst pitch of all, which wears a reasoning show.

Paraphrase. Point out (1), any incorrect expressions; (2), any words unusually spelt; (3), any peculiarity in the versification; (4), any elliptical expression, which you may observe.

2. Explain the following allusions:—
   (α) Ehrenbreitstein, with its shatter'd wall,
   Black with the miner's blast.
   (β) Julia, the daughter, the devoted, gave
   Her youth to heaven.
   (γ) The Pythian's mystic cave of yore.
   (δ) Lausanne and Ferney! ye have been the abodes
   Of names which unto you bequeath'd a name.

3. Explain minutely the following expressions:—
   (α) When Albion's *lessening* shores could grieve or glad mine eye.
   (β) In *pride of place* here last the eagle flew.

   Whence are the words in italics borrowed?
   (γ) A populous solitude of bees and birds.
   (δ) Nature's pages glass'd by sunbeams on the lake.

4. Parse the words in italics :—

(α) The stranger *fain* would linger.
(β) To stone converted by *amaze*.
(γ) Sweet as if a sister's voice *reproved*.

5. Give the etymologies and meaning of the following words :— Pyramid, sophist, carnage, degraded, creed, convulsion.

HISTORY OF GREECE.

Persian Wars—to Platæa and Mycale.

1. What circumstances first led to the invasion of Greece by the Persians?

2. What was the fate of the expedition under Mardonius? Did any Greek state take part with Persia?

3. Describe the battle of Marathon. What causes, in your opinion, led to the victory? and what were its moral results?

4. Describe concisely the operations of the Persian army from the check at Thermopylæ to the final repulse of Xerxes.

5. Who were the Grecian generals at Platæa and Mycale, and what coincidence is there with regard to these battles?

6. Draw a map of Athens and of the surrounding country. By whom and when were the long walls constructed?

7. Give some account of the life and character of (1), Themistocles; (2), Aristides; (3), Æschylus.

JEFFREY'S ESSAY ON SOTHEBY'S SONG OF TRIUMPH.

1. "We are still too near that great image of Deliverance and Reform which the genius of Europe has just set up before us, to discern with certainty its just *lineaments*, or *construe* the true *character* of the *aspect* with which it looks onward to futurity."

Give a grammatical analysis of this passage. What personifications are used here? Remark anything singular which you observe about any of them. Give the etymologies and meanings of the

words in italics. What are the different meanings of the word *genius?* What is the meaning of the rhetorical figure called "abstract for concrete?" Give an instance from this passage.

2. What is the *original* meaning of the word 'legitimate?' What is a legitimate prince?

3. "That vivifying spirit of ambition . . . . burning at a few detached points on the summit of society." Explain the meaning of this. Whence is this metaphor taken?

4. What are (1), absolute monarchy, and (2), constitutional government? Which did the power of Buonaparte, as described in this Essay, more resemble?

5. Give the etymologies and meanings of the following words:— Panacea, empiric, fantastic, theory, enormous, ratified, hierarchy, noxious, diametrically, inveterate.

APPENDIX C.

ANSWERS.

BY MUNCHERJEE DINSHAW,

Senior Scholar, 2nd Class, Elphinstone College.

ON "RASSELAS,"—SEE PAGE (19).

[Three hours' time allowed.]

It was a custom prevalent in Abyssinia to shut up the younger members of the royal family in solitary confinement, where neither the ills nor the temptations of the world could have access, & where they lived a life of continual pleasure. The spot chosen for this purpose was a rich valley surrounded by mountains on every side. Here the Princes & Princesses of Abyssinia together with their servants made their abode. Once in a year the Emperor paid them a visit, when those dissatisfied persons of the world who desired to enter the Happy Valley (as it was called) were allowed admission on their showing such skill in their arts as would tend to impart amusement to the royal inmates of the Valley, & on condition of remaining there for ever. Rasselas one of the younger sons of an emperor of Abyssinia had passed twenty six years of his life in the place and tasted of every pleasure it contained; but afterwards (he did not know how) he began to feel as if he wanted something more to make him happy, than what his habitation afforded. He sought opportunities & solitudes, and there bemoaned the hard fate which allowed him only such pursuits as he had followed before, & which had now become irksome to him. At last

it came into his mind that afar in the world there might be blessings to be enjoyed, from which the mountains around now debarred him; & he resolved to leave the valley. For a long time he could find no means whereby he could execute his purpose, but at length he chanced to make the acquaintance of Imlac who was one of the inhabitants of the Valley and was as much disgusted with his present life as the Prince Rasselas himself. He was also a poet & described what he had seen in the world with so much force & feeling that the Prince became more anxious for leaving the Valley. In a few days both the Prince & the poet set themselves to effect their escape. In this they succeeded. But they went out not alone. Their design was accidentally discovered by Nekayah the sister of Rasselas, & she persuaded her brother to take her along with him. The first place to which Imlac conducted them was Cairo, & there they mingled with various persons, and minutely enquired into their condition, in order to determine what kind of life gave most happiness. Their object in preferring a life of observation & wandering to the sensual pleasures of the Happy Valley was to make the choice of a life of happiness. The Prince at first joined a circle of men young as himself whose time was passed in feasting & revelry, but he soon found that their mirth was hollow, & such a life gave him no happiness. He left them with a piece of advice which was hooted. Next they searched for happiness anong the high & the low, the hermit & the scholar, but every where they heard the murmurs of complaint & discontent. Happiness they found not in the world, but they acquired wisdom, and at last after a vain search returned to their native country.

The moral conveyed by this tale is to show that no certain state or profession can impart happiness. Happiness can be found in any state if men would only labour and try to live as good & virtuous men. The Prince & his sister were *really* happy when they were labouring for one particular end, that of choosing a life of happiness. The tale also shows that worldly misery or worldly happiness is not a result of a sinful or virtuous course of life.

2. Solstitial is derived from Solus—the sun & ~~stuo~~—to stand. It signifies the standing places of the sun, that is the most distant points of the ecliptic from the equator on the terrestial globe, from whence the sun returns towards the equator without proceeding any farther towards the poles.

Equinoctial—is derived from two Latin words signifying equal nights. The points where the ecliptic cuts the equator are so called, because when the sun comes on these points on the terrestial globe the day and night have the same extent of 12 hours each.

"The solstitial rains & equinoctial hurricanes" here means the rains which fall when the sun is in the solstitial points and tempests which blow when the sun is in the equinox.

3. *Feigned*—usually means *assumed, not real;* here it means *imagined.*

4. The satire is contained in the two words *less & more.* In explaining a difficult passage more words are made use of than the passage itself possesses, but if the explanation itself were less understood than the passage, then the foolishness & the absurdity of the explainer is apparent.

5. Perspicacity—clearness of judgment—derived from Per—through and Specio—I see.

Peculiar—strange, or what belongs to one without belonging to many others.

Diversion—Di—from ; verto—I turn.—amusement.

Instilled—infused.

Querulous—complaining.

On "CHILDE HAROLD,"—see page (43).

1. At that place was overturned the greatest among men but not the worst, whose mind antithetially occupied itself at one moment with the most grand objects, and at another moment again fixed itself with the same firmness of purpose on trifling objects. In all things he was at the extremity, but if his course had been between the two extremes, he would have never lost his throne, or never would have acquired it, for he owed his ascendancy as well as downfal to his courage.

These lines describe Napoleon the Great.

Not—is a verb auxiliary to *sunk.*

One moment—one is an adjective qualifying the noun moment,—moment is a common noun of the neuter gender third person singular,

& in the objective case by the preposition *with* understood. Fixt—is a regular transitive verb of the indicative mood, past tense, & singular number, & agreeing with its nominative *spirit*.

2. (*a.*) Here the poet alludes to the dismantling of the castle of Ehrenbreitstein by the French. It was one of the strongest castles in Europe, and had defied for a long time the seige of General Marceau of the French, & was at last taken by famine.

(*b.*) Julia was a priestess. She had a father whom she loved entirely. He committed a crime which required his life in extenuation. The child tried to save him by her tears & entreaties to the judges, but the judges did their duty, and the unhappy child of the unhappy father ceased to live with the being she loved and was buried in the same grave with him.

(*c.*) The Pythian's mystic cave was that enclosure in the temple of Apollo at Delphi whence the priestess of Apollo, or the Pythoness (as she was called) delivered the oracles of the Sun-God.

(*d.*) Lausanne is a town in Switzerland. It is celebrated from its being the residence for a long time of Gibbon who wrote his "Decline & Fall" there. Ferney—is a small town on the north eastern frontier of France. It it celebrated for being the place where Voltaire passed the last years of his life and wrote some of his most remarkable works.

3. (*a.*) Lessening that is vanishing out of sight by degrees. Byron was sailing away from England and he alludes here to his having seen the shores of England growing less & less as he advanced on his course.

(*b.*) Pride of Place—the highest eminence the eagle could attain in his flight towards heaven. Here it is used metaphorically for the Emperor Napoleon whose sign on the flags was an eagle. This term—Pride of Place—is a term in the art of falconry.

(*c.*) Populous because the place the poet here refers to was full of bees & birds, and the poet calls it a solitude because there was no trace of man there.

(*d.*) As scholars derive delight by perusing the pages of a volume of philosophy or history, so the poet amused himself by musing on the shades of mountains or trees which were mirrored on the surface of the Lake by the rays of the sun.

BY BALA MUNGESH.

Elphinstone College.

ENGLISH ESSAYS,—SEE PAGE (40).

[Four hours' time allowed.]

Civilization rightly understood is that condition or stage of human life, in which external and internal improvements go hand in hand. A nation is not said to be civilized if it only possesses the arts and manufactures, that produce things satisfying the necessaries conveniences and luxuries of human life. The inhabitants of Mexico, when Cortes visited them knew how to spin, & weave, how to build comfortable houses, how to work in metal, & how to cultivate the soil—in fact they possessed all things that could then make life comfortable and easy, but were immensely deficient in the other element of civilization—growth of thought. The characterestic feature of all ancient civilization was the cultivation of thought to the neglect of the conveniences of life: and it was owing to this defect that it gave away before the attacks of strong and fierce barbarians. The Roman with his Cicero and Cato, and the Greek with his Plato and Aristotle, could not withstand the attacks of the hordes that poured upon them; one after another, from the north. What the Romans and the Greeks did in Europe the Hindu Bramins did in India, but still to a greater degree than both. Securely lodged on the banks of the Ganges, requiring very little labour to provide themselves with the necessaries of life, they became a race of thinkers and neglecting to live, cultivated literature, chama, logic mathematics, astronomy &c. and soon gave way to the warriors that poured upon them from the north west.

Modern civilization however has acquired a new and very important characterestic: to progress or to remain stationary. The danger of a complete overthrow of civilization has passed away. The civilized man is now prepared to stand his ground against the savage, with his gunpowder, his gigantic "Steam" and rapid "Electricity." Having thus seen that the elements of civilization must always go hand in hand, that improvements in mind and morals must be accompanied with improvements in the conveniences of human life, we shall now proceed to see how much of this has been effected by Railroads.

It is known to all persons that the difficulties of carrying a commodity from the place, where it is produced, to the place where it is required, considerably increases the value of that commodity. Now if these difficulties be removed by some means or other, a double advantage would be gained, viz: 1st, The labour, which was necessary for the purpose of conveyance, would now be profitably employed in producing that or some other commodity: and 2nd, the value of the commodity being diminished there would be a greater demand for it. Railroads immensely diminish the difficulties of carrying commodities from one place to another. Those things which were formerly brought to Poona, thence by long and rough roads taken to the Ghauts, on bullock carts, and thence carried to Panwell, and lastly transferred to Bombay through ships, are now conveyed from Poonah to Bombay and from Bombay to Poonah in the course of a single day, with very little trouble and cost, which however will be considerably diminished, when the Rail road on the Boreghauts is completed. In India where professions are hereditory this change in favour of Industry is not yet manifest to a very considerable degree. After a few years this disposition will die away and men will take to professions that remunerate most.

Travelling must be an important consideration with all persons who wish to be called gentlemen. Without seeing a variety of objects the mind cannot generalize. It wants the materials of thought though the powers are furnished to it by education. An Englishman or a Frenchman, who wishes to be called an educated man, does not rest satisfied till he has made a tour through the principal cities of Europe. He goes to France to see the plain of Waterloo, & he visits Rome for its churches, the pictures it contains from Raphaels brush and the statues it possesses from the artistic hand of Michael Angelo. An inhabitant of Bombay is a miserable creature if he has not seen Poonah, Satarah, and Kolapoor where the true spirit of Maratha chivalry once flourished. He does not find a single building in Bombay, built exactly after the Maratha model to contrast it with the Corinthian & Gothic orders he sees. Unless he goes out of Bombay he cannot concive what a majestic river is, or a mountain covered with silvery streams on a rainy day. Travelling is thus one of the wants of many thinking beings, and it is easily gratified by Railroads.

In ancient times if a province was attacked with famine, other

provinces, that enjoyed overabundance of food, could not send a part of it to save the inhabitants from death. But now Railroads, have opened such an easy mode of communication, as to supply a province, suffering from famine, with food at an instant's notice. Thus then the danger of famine is avoided by Railroads.

To a nation like the Hindus famous for their artistic skill from very remote times such a thing as the steam-carriage must afford a wide field for thought. But at present so little is known about it, that very few Hindus take any interest in it. But when the time comes, a professional class of Hindu mechanics will be formed, and the Hindu Genius once struck with light, may give out some more striking and ingenious inventions. At present even I know a poor, Hindu mechanic, who used to go to Byculiah every day and observe, the different machines, that were laid open, and without asking any explanation of them from the labourers there. At night he prepared models of the things he saw there, and then at last succeeded in preparing a complete set of wheels, cylinders, pistons &c. that were necessary for a steam carriage. He then observed the different parts, put together in a steam carriage; and marking, what he saw, on a piece of paper, succeeded in putting the parts together himself and then took the whole to the superintendent of "steam" carriages at Byculiah. The superintendent was astonished at the work, and immediately employed him on a very good salary in the manufactory.

The immediate effect of Railroads at present in India is a demand for labour. Men who loitered in the interior, as soon as the harvest was over, now find it their interest to come to Bombay or Wassind, and earn money by working as day-labourers in the Railway department.

Another effect is that wherever the Railroad has penetrated, there the inhabitants are under no danger from sudden insurrection. In fact in countries where there are Railroads, and electric telegraphs, there is no great fear from the operations of an enemy. Thus Railroads increase the security of a nation.

BY MAHADEO GOVIND.

Elphinstone College.

ENGLISH COMPOSITION,—SEE PAGE (28).

[Four hours' time allowed for this essay, together with a vernacular one which is not printed.]

ENGLISH ESSAY (5).

To write the history of one's own country is always a pleasing task. The felicity and the pleasure (though a little alloyed with pain when our former power and glory have departed from our nation, when the land knows not its sons for its Masters) are yet still great when one sits to write the rise and progress of his own nation. Misanthropy may like to brood over the mishaps which hastened the ruin, the pusillanimity and the dissensions which precipitated the downfall of one's own country. Amidst a sickness so deadly, and a destruction so complete, as now prevails through the land, a warm and a patriotic bosom may prefer to breath for a time the purer air of more distant ages when wealth, honor, liberty were the possessions of his nation. With a mind filled with such thoughts, a heart throbbing with such pleasure (though it must be owned, not unmixed with pain) it is that I sit to write the essay. First then who were these Marattas—whence came they?—These are questions which must have been asked by the Mussulmans of Delhi to each other when they received repeated accounts of countries sacked & cities pillaged; No one knows the original seat of these wild marauders (as more civilized conquerers are pleased to call them), the motive that drew them from their hiding place. The Mongul historians make no mention of them. The Mahomedan conquerers of the Decan met no foe who bore this title. It was only Aurungzebe whose heart first learned to tremble at the name. It was during his reign when he felicitated himself upon the happy termination of all his schemes and ambitions—the death of all his rival brothers, the demise of his aged & insulted father; when he seemed at last to have got the hold of all India in his hands when he thought he had become the greatest man in the East & perhaps in the world—it was at this time that the Marathas rose to

vindicate the rights of India, to retaliate the wrongs she suffered, to chastise her oppressors and to release her sons. When the intolerant followers of Mahomet confident in their complete conquest, believing in the utter prostration of their subjects, began as is customary with heated & bigoted nations to insult our prejudices, to kick at a distance our venerated idols, to rase to the dust our sacred temples & sanctuaries, to drive before our sight the humble, the useful (& still more the sacred) cow to the slaughter house & to dash the gods to pieces for the treasures they contained, when thus our most venerated objects were used it roused the peasantry. And it was this peasantry (who had tilled the soil & fed their flocks in the country lying near the ghauts thus peacefully & contentedly so many years) that became within a century the dreaded Marathas. If it is true that the American Revolution produced a Washington it is likewise true that these bad times produced the famous Shivajee. This unlettered son of an unlettered father, who had been serving as a soldier in one of the Musulman armies of the Decan, became early inspired with patriotic designs. He early learned to venerate the cow. He was instructed in his childhood by a Bramhin in all the romantic tales of antiquity that raise a warrior's soul to flame. He became a firm disciple of one Ramdas a religious teacher & the founder of a sect. He saw with grief the degradation of his nation, the iron yoke which they felt but were quite powerless to remove. He invoked his genius (भवानी) Bhowany & was encouraged in his projects by accidentally meeting a sword while digging for a fortress. Thus inspired with courage & assurance he summoned his country men to assist him in his enterprises. He found the country all filled with Mahomedan armies well paid & provided—the towns filled with a great Mahomedan population. His own followers were poor, undisciplined, unpaid, depending on their daily toil for bread. In this exigency he planned a plan of fighting which however it may be blamed by succeeding generations was the only one which promised of any success. He determined to plunder defenceless places & with that plunder to fortify his country, to confirm the wavering & to entice the pusillanimous. Thus resolved he hoped that a persevering in his plans would at last prove to the Mohomedans their utter inability to hold the awakened country & force on them the necessity of abandoning the Kingdom. Thus originated the rise of the Maratha

nation—a band of robbers (if robbery be the proper name for what Shivajee did) led by a successful chief laid the foundation of an immense empire. Shivajee was forced to rob for no other plan promised the slightest success under the eaglelike sight and tyranny of Aurungzebe. Shivajee lived to see his plans nearly realized. He was crowned in 1674 as an independent king. But unfortunately for the nation this great man died in 1684 and immediately the tide of Mahomedan conquest returned over Maharastra & Shivaje's family was captured & his son butchered by the inexorable Aurungzebe. But the spirit had been awakened. All the former chiefs had tasted liberty and therefore were not willing to exchange it for slavery. In the mean time Aurangzebe died. His great pressure was removed. The man whom every one feared & who & who alone was able to keep even a surface resemblance of peace throughout India breathed his last & everyone found his shackles at once taken off. This event accelerated the progress of the Maratha arms. A Grandson of Shivajee who was bred up by Aurangzebe returned to his Native land and after some slight quarrels with a previous ruler was crowned the ruler of the Marathas. In his reign the Maratha power advanced with rapid strides. All India was defenceless & was the property of the first bold adventurer. About this time began the fame of the Great house of the Peishwas. Balajee Vishevnath a clerk when he entered Shahoo's service but who in a few years rose to the dignity of a prime Minister forced the Delhi Emperor to pay him the tribute of the Chouth and Surdeshmooki. His son Balajee Bajeerao still more famous than his father parcelled the countries thus conquered among his brave comrades & thus established the houses of Scindia, Holkar, Bonsla &c. Under his successor was fought the famous battle of Paniput—which was sufficient to seal the fate of any other nation but the Marathas. It was at this time & before this battle that the height of the Maratha power was reached. Punjab had been conquered by a Bramhin warrior. His brother was the acknowledged lord of all India. His nephew was placed on the peacock musnud of Shahjehan. The peishwa had ready at a moment's call a whole nation in arms. The slaughter at that unfortunate battle was immense. But immense as it was it in no way daunted other Marathas from following the tracks of their ancestors. Thus was this empire founded by robbers, & strengthened by robbery. It

prospered by robbery too. After this battle the martial ardor of the nation was a little cooled & they betook themselves to their former peaceful pursuits of agriculture & sheeptending. They flourished till the beginning of this century when their power began to wane till in 1818 Poona was occupied by a western nation who dwelt in an island 15000 miles distant. Though the Peishwas have sunk under this superior pressure yet the other great houses of the Marathas still flourish with diminished lustre.

Don't read { (1) which enabled it to dispose of thrones & empires at its pleasure. (2) which shone with lustre on every one's face & made all other nations to respect every one of his ancestors.

BY MUNCHERJEE CURSETJEE,

Elphinstone College.

ON "HISTORY OF GREECE,"—SEE PAGE (41).

[Four hours' time allowed.]

1. What circumstances first led to the invasion of Greece by the Persians?

1. The rash expedition of the Persian monarch Darius against Scythia would have terminated in his death along with those of his numerous host, had it not been for Histæus the tyrant of Miletus and one of his allies in that expedition, who prevented the Ionians from betraying their trust by attempting to break down the bridge over the Danube, which was the only passage for the retreat of the Persian King. In gratitude for this important service, Histæus was assigned a place in Thrace which he afterwards colonised under the name of Myrkinus. But the favours of absolute princes were not of uniform nature. Finding the tyrant of Myrkinus growing too powerful, Darius called him back to Susa to act with him as a friend & advicer in the affairs of the government, thus detaining him in his presence. The government, of Miletus, in place of

Histæus, was entrusted to his nephew Aristagoras. Now the Naxian nobles being driven from their country by the People besought Aristagoras to reinstate them in their respective places. Aristagoras instantly complied with their requests, and with the assistance of a large Persian fleet marched against the island. From a quarrel with the Persian general, the expedition was proved fruitless. Aristagoras now feared the resentment & wrath of the Persian monarch, and besides, he had incurred a large amount of debt which he was unable to pay. Under these circumstances he meditated a revolt against the Persian king; and ere he had formed his design he received a message from his uncle Histæus to the same effect. The plan was now matured. With his Ionian allies and other Greeks, he marched against Sardis, and before the Persian Artaphernes could come to its rescue, he burned it to the ground. This was the principle cause that produced so much animosity in the breasts of the succeeding Persian monarchs against Greece.

2. What was the fate of the expedition under Mardonius? Did any Greek state take part with Persia?

2. The expedition sent by Darius under Mardonius against Greece, suffered a severe storm while doubling Mount Athos; in consequence of which the Persian fleet was so much disabled as to oblige Mardonius to return home without effecting any thing on his part.

3. Describe the battle of Marathon. What causes in your opinion, led to the victory, and what were its moral results?

3. Such was the dread of a Persian army and a Persian fleet, entertained by the Greeks at those times, that when the army of Datis was known to be approaching near Athens, the Athenian generals who were appointed to make head against the Persians, were unwilling to fight a battle. Nothing but the undaunted spirit and firm resolution of a man like Miltiades could now induce them to fight. The superior intelligence of this excellent person singled him out from among the ten generals, as the worthy commander; and he now arranged his whole army in the plain of Marathon just opposite to the Persian host. He then ordered his men to advance at a running pace, so that this sudden and vigorous attack on their part, might throw the Persians into terror & confusion & perhaps, oblige them to retreat. His manœuvre proved wholly

successful; the Persians were quite baffiled and confused when they saw a small band of Grecians thus venturing to attack their far superior number. After a sharp contest the Persians were totally defeated and obliged to retreat. The defeat of such a vast host of the Persians by a handful of the Grecians is attributable to two causes. First, the want of discipline in the Persian army; secondly, the *speedy march* and *precipitate attack* of Miltiades with his little band. A little delay on the part of Miltiades, a little less willingness in his men to begin the battle, would have proved ruinous not only to the cause of Athens but to that of the whole of Greece. Four of the generals were averse to fight the battle, and the terror of a Persian army among the soldiers was such as to induce them also to leave off courage. Besides there were many partizans of Hippias in Athens, who were willing to surrender themselves to the Persian monarch whenever opportunity offered. Under these circumstance nothing but a speedy battle could bring an end to all those sorts of apprehensions, which were not at all ungrounded, and which would have proved but too true if the generals had delayed a little longer. The effects of this victory over the minds of the Greeks were of the most favourable kind. Up to this time the Persians were reckoned as the most powerful of all the nations of those times, and as quite invincible. But their late defeat perfectly convinced the Greeks that they also were men, and subject to as many vicissitudes of fortunes as other mortals. Thenceforth this idea settled into the Greek mind, and they were from that time emboldened to withstand the Persians.

4. Describe concisely the operations of the Persian army from the check at Thermopylæ to the final repulse of Xerxes?

4. After their defeat at Thermopylæ and the engagement with the Persians at Artemisium, the Greeks retired to the Island of Salamis. The Athenians were obliged to leave their houses & lands when the Persians were known to be approaching to that direction. The natural home-keeping spirit of the Spartans and their coldness and selfish behaviour, had prevented the Athenians from gaining advantage of their assistance, and thus they were obliged to withstand alone against the host of the Persians. The Persian monarch now advanced to Attica and was surprised to find it deserted; he then ordered all the houses and magnificent buildings to be demolished & burnt to the ground. After thus satisfying his revenge,

Xerxes now marched to meet the Greeks at Salamis. Though the Athenians were left alone to fall upon themselves the whole brunt of the battle, they had not lost that courage & resolution for which they were so celebrated. They closed with the enemy; a sharp contest ensued and the Persians were at length obliged to give way. Xerxes now wholly lost his courage and was obliged to retire to his capital city, disgraced and overcome with shame. He had left Mardonius behind him to conduct the war. That genera thought it prudent to send away the king as the only means of saving himself from the reproaches which would have inevitably come upon him had any accident fallen to the king. He had now grown desperate; and he had resolved either conquer the whole of Greece or to perish in the attempt.

5. The Spartans Pausanius & Eurybiades were the two generals at Platæa & Mycale, respectively. The battle of Platæ was fought & won by the Greeks under Pausanius on the same day when the Persians were defeated at Mykale under Eurybiades; the former took place in the morning, the latter in the evening; in the year of Christ 479.

7. Themistokles was the first Athenian general that advised his countrymen to build ships and confide themselves in the strength of their navy. He was the greatest man of his time. His ready power of invention & his great presence of mind in the greatest exigencies were faculties well suited to the circumstances of those times. Nothing was difficult for him to conceive; the right expedient seemed to flash upon his mind extempore. But while these qualities made him great, they did not contribute in any way to make him good. For when he died, he died a rich man, an exile, a traitor to his country, and a mean servant & dependent of the Great King.

BY DAMODHUR JUGGONATH.

ON "JEFFREY'S ESSAY,"—SEE PAGE (44).

[Three hours' time allowed.]

(1) Jeffrey says that the Deliverance of Europe by Allies from the tyranny of the French Emperor having just occured within

our recollection, it is difficult for us to tell what would be the consequences of it; would it be favourable how far to future generations. Deliverance and Reform are here personified. The word Genius is also personified Genius is here considered as the high impelling power setting before us the images of Reform and Deliverance looking onward to futurity. Genius has two meaning the first means the intellectual power, the second means the spirit or the impelling higher power moving the spirit.

"Abstract for Concrete" means standing by itself for that which is an appendange of of some other thing. The original meaning of the word legitimate is lawful. A legitimate is one who has ascended the throne by the right of inheritance.

(3) The figure is taken from the process of burning. The meaning is that Ambition glows in the heart of a few individuals.

(4) An absolute monarch is one who governs the country according to his will, who sticks to no laws of the country. This will is the law. A constitutional government is that where there is a limited monarchy.

Bonaparte resembles a despot. He govened the country absolutely.

On JULIUS CÆSAR.

(1.) Gentle Brutus be not suspicious about me. If you know that in contracting new friendships I take a thousand oaths and thus lower myself in the eyes of all wise men; or or flatter a man at first and then reproach and abuse them like a coward afterwards when they are not in our presence; or if you know that I am a reveller or a bufoon then be suspicious about me and consider me as a dangerous character.

"After" is an adverb of time qualifying "do scandal" "do scandal" is a regular transitive verb agreeing in number and person with its nominative I having for its object them.

(2) (α) The soothsayer here make Cæsar aware of the ides of of march, as a season when a great calamity is to come upon him.

(β) Here Brutus tells Cassus that Cicero looks with such angry and red eyes "as we have seen him in the Capitol and thus

informing him by hints of some thing ominous that has just happened at coronation of Cæsar.

(γ) When Cassius asked Brutus why he acts so unkindly towards him, he told him that he is not unkind, but that he is vexed with passions which caused an agitation and disturbance in his mind.

(ε) Here Casca when he met Cicero while walking in the streets on a dark and stormy night, tells him the difficult and dangerous nature of the coming time and the likelihood of the coming of a great calamity for he said he saw an owl even at noon haunting the market place.

When Cassius was trying to gain Brutus over to his party that he make take the lead in the conspiracy, told of the dangerous power of Cæsar. and that he has occupied all the world like gigantic statua by his reared and extensive arms.

(3) The characters of these remarkable men appear to be these; Brutus acts wholly upon principal, Cassius partly upon impulse; Brutus is a philosopher, Cassius a partizan. Brutus acts only when he has reconciled the contemplation of action with his speculative opinions, Cassius allows the necessity of some action to run before and govern his opinions. Brutus therefore deliberates and spares Cassius precipitates and denounces. Brutus is the nobler instructor Cassius the better politician.

The following lines which Shakespere has put into the mouuths of Cæsar and Antony will convey a very idea of the characters of Brutus and Cassius.

Cæs.—Would he were fatter; but I fear him not,
Yet if my name is liable to fear,
I do not know the man I should avoid
So soon as that spare Cassius. He reads much,
He is a great observer, and he looks
Quite through the deeds of men, he loves no plays
As thow dost Antony, he hears no music,
Seldom he smiles and smiles in such a sort,
As if he mock'd himself, and scorn'd the spirit
That could be mov'd to smile at anything.
Such men as he be never at hearts ease,
Whiles they behold a greater than themselves.
And therefore are they very dangerous.

Ant.—" This was the noblest Roman of them all,
All the conspirators save only he
Did that they did in envy of great Cæsar
He only in a general honest thought
Of common good to all made one of them.
His life was gentle; and the elements
So mixed in him, that nature might stand up
And say to all the world, *this was a man.*"

4. Marullus asks a citizen what is his trade.

(α) Shakespere here makes a pun upon the words all and soul when pronounce them they may stand for the signification.

(β) When Casca came from the procession he told Brutus and Cassius that fell down in the market place. Brutus answered that "he hath the falling sickness. Cassius immediately takes up the point says that he Caesar has not falling sickness but that we having the falling sickness hinting him of the might power of Caesar and their comparative degradation.

(γ) When a quarel took place between Brutus and Cassius on account of some money affairs, Brutus tells Cassius that he is to be blamed for "wringing from the hard hands of of the peasants their vile trash by any indirection."

(5.) (α) A common expression of showing manly courage and defiance.

(β) Some spark of honour.

Exorcist is derived from the Latin word (Cido) I cut. Alchemy is an Arabic word signifying the extracting of a pure metal from an alloy. Cautelous circumspect, wary.

BY NOWROJEE PUDUMJEE,

Poona College.

ENGLISH COMPOSITION,—SEE PAGE (40).

[Four hours' time allowed.]

THE EFFECTS OF RAILROADS ON CIVILIZATION.

The influence which Railroads have exerted on the History and civilization is marvellous. Wherever the Railroad has gone, it has carried blessings with it. As a field in which the labour, which

otherwise would have been wasted is employed, it is invaluable. The thousands who are at present employed in constructing the iron roads, in fashioning the engines, in working them, would, without the Railway, be thrown out of work, and the greater part without even a hope of remaining out of beggary. For the Railroad did not, like all other great innovations take the food out of the mouths of a large community. It introduced itself, it did not supplant anything. The consequence was that almost all who find work in the Railways, were taken from the poorest of the lower classes. Those who were starving found food, and their place was left vacant. This is not so evident in England and other countries, where commerce flourishes, and the state is prosperous, but in India, where the mass of the people are wretchedly poor, its effect is as striking, as it is beneficial. Look at any city or village in India, through which or near which a line passes, and mark the difference between its past and its present condition. As a proof of this look at Poona. The prices of all articles of consumption are nearly doubled, and in some cases trebled. Now what is the reason of this? The population has not increased, more than at the rate it usually did. The supply of those commodities has not diminished. But though population has not increased the demand has. Those who, before the introduction of the Railway, could barely get the necessaries of life, now enjoy luxury. Nor are these benefits derived by those immediately connected with the railway. But as a means of traffic, at once easy and cheap, which considers distance as next to nothing, and immense loads as feather-light, it has given the means of livelihood to numberless persons. It can scarcely be doubted that that under such a state of things, civilization, both moral and intellectual must progress at a railway-pace. For as a nation becomes richer, it becomes happier. The greater part of the criminals who are yearly punished, are men who are distressed by poverty, and ill-educated to resist strong temptation. But if the temptations are lessened, the crimes necessarily lessen. And as men begin to value the fruits of civilization, they will begin to covet them, and begin to educate their children. Such a state will be arrived at slowly and gradually, but not the less surely, as a country prospers. And it cannot be denied that Railroads tend directly to the prosperity of a country.

Again as easy and efficacious inland communication is established, the civilization of one town is carried to another, and the state of the country bettered; as commerce with foreign countries does. What has made Bombay and Kurrachee the most flourishing cities in the Bombay Presidency, will make the Inland Cities of India flourish, when direct and easy communication between the different cities. When India has become a net-work of Rail-roads intersecting each other when the vast expanse of land, which is lying waste is brought under a high degree of cultivation, then will it rise from its state of semi-barbarity and be considered as one of the civilized countries of the world.

The introduction itself of Railways in a country shows that it has spirit, and is advanced in civilization. Though the Railroad itself is thus far beneficial directly to society, yet indirectly it confers as great benefits. Besides being itself a good investment for capital, it instigates men to projects, in which capital which would else have lain idle, is employed. Thus in India at present the cultivation of cotton is steadily progressing, and when Railroads begin to be established, in the interior, cotton may some day become the staple commodity exported from India. We see therefore, what an important part the introduction of Railroads has played, and will play in the civilisation of the world. It has made as great a revolution in the world, as the discovery of printing made, but in a different province of civilisation.

BY DORABJEE PUDUMJEE,

Poona College.

ENGLISH COMPOSITION,—SEE PAGE (28).

[Four hours' time allowed for this, together with a vernacular essay which this student did not attempt.]

ON HYPOCRISY.

Hypocrisy is of two kinds; One is deceiving people by putting on an appearance of virtue that does not belong to us, or what is called *simulation;* and the other is concealing that vice which properly belongs to us, but which is not thought advisable should be known to the world; and which is called *dissimulation*. The crime of

Hypocrisy is justly thought more condemnable than that of open enmity; for in the case of an open enemy, you are prepared to receive the blow, and know from what direction, and whence it comes, but against a hypocrite, you can have no defence, his is the dagger that stabs in the dark and unawares. That it serves ones purpose for the time being it is true; for therein lies the temptation: but whoever has known of a man who was successful, without being detected to any length of time, unless he be a very consummate hypocrite, a Richard III. an Iago of fiction merely? It is not the best policy for this and for another reason; for if he be a man who respects his feelings, great will be his *mortification* and greater his *shame*, at unsuccess and detection, than of him who has behaved wrongly, but straightforward and openly: and if he be one who cares not for shame nor for the opinion of the world, who is only sorry he has failed in the attempt, his will be the greater *punishment:* for he who is injured shall have two causes to be revenged for, and the one to him not the less aggravating than the other—the injury itelf, and the being overreached by another. He will not be an object of persecution of one man only, but to a certain, extent of the whole society; for what community would endure a *wolf* to roam amongst them in a *sheeps* clothing?

It is with reason, Sterne has exclaimed, that of all the cants in this world, the cant of Hypocrisy was that which he most despised; then *playing* the *part* of a hypocrite must assuredly be more disgusting still; it is a resource to which only low and base minds, apply themselves: a noble mind is beyond it. Coriolanus, to gain a political purpose, stood up to play a hypocrite, and flatter and praise the plebeians whom he in heart despised; but the noble spirit could ill manage it; the true feeling *would* burst out whatever care he took to suppress it.

Vice itself is afraid of acknowledging Hypocrisy; and it is wisely called the homage that Vice pays to Virtue. And with an author we wonder "What disgusting, intriguing and shifting a man is content to umdergo, merely to be considered a man of plain dealing, when one grain of honesty would save him all that trouble."

BY ARDASHIR PESTONJI,

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MATHEMATICS,—SEE PAGE (40).

[Four hours' time allowed.]

Problem—Let B D [see *fig. A.*] be a plane and A a point without it; it is required to draw from A a straight line perp. to the plane.

Take B E P any str. line in that plane; from A draw A E perpen. P D (I. 12.); now if this be the required perp., the thing is done. But let A E be not perp. to the plane B D; draw from E, E R perper. P D in the plane B D (I. 11.); and from A, A R perp. to R E; then A R is the required perpendicular.

Draw B R parallel to P D from R (I. 31.). For as P D is perp. to A E as well as to R E (cons.), P D is perp. to the plane which passes through them (XI. 4). Again as P D is perp. to the plane A R E, & as B R is parallel to it, B R is also perpendicular to the same plane and therefore to A R, a straight line meeting it in that plane. But as A R is perper. to R E (cons) and also to B R (just proved); therefore A R is per. to the plane which passes through them, i. e. to the plane B D Q. E. F.

---

3. The sum, s, of an infinite series is such that $s = \frac{a}{1 - r}$

But here $a = 1$, & $r = -\frac{1}{2}$;

$$\therefore s = \frac{1}{1 - (-\frac{1}{2})} = \frac{1}{1 + \frac{1}{2}} = \frac{1}{\frac{3}{2}} = \frac{2}{3} .$$ Q. E. F.

Let $1^2 + 2^2 + 3^2 + \ldots + n^2 = A + B\,n + C\,n^2 + D\,n^3 +$ &c; where A, B, C, D, &c are independent of n.

Now take $(n + 1)$ for n, and the series becomes $1^2 + 2^2 + 3^2 + \ldots + n^2 + (n + 1)^2 = A + B\,(n + 1) + C\,(n + 1)^2 + D\,(n + 1)^3 +$ &c

By subtracting from this series the above one we get

$(n + 1)^2 = (A - A) + B\,(n +) - B\,n + C\,(n +)^2 - C\,n^2 + D\,(n + 1)^3 - D\,n^3 +$ &c $= (B + C + D) + n\,(2\,C + 3\,D) + n^2\,(3\,D) +$ &c.

fig. A.

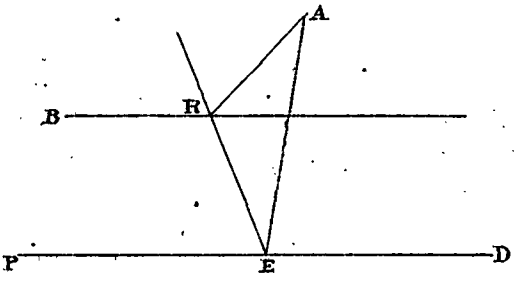


fig. B.

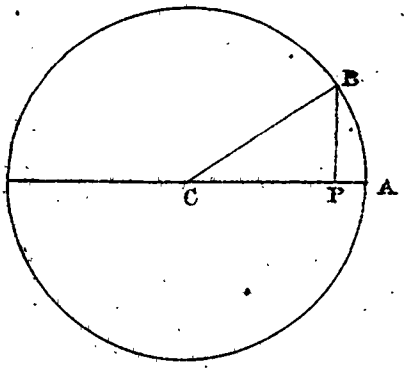
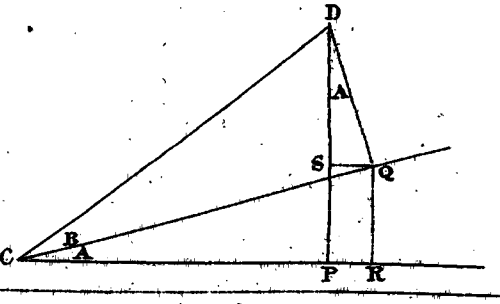


fig. C.



Now this holds for any values of (n); $\therefore$ by the Theory of Equations, the co-efficients of the like powers of (n) are equal, and therefore

$1 = 3\,\text{D}$, $\therefore\ \text{D} = \frac{1}{3}$; $2 = 2\text{C} + 3\,\text{D}$, $\therefore\ \text{C} = \frac{1}{2}$; & $1 = \text{B} + \text{C} + \text{D}$, $\therefore\ \text{B} = \frac{1}{6}$

$$\therefore\ 1^2 + 2^2 + 3^2 + \ldots + n^2 = \frac{n}{6} + \frac{n^2}{2} + \frac{n^3}{3}$$

$$= \frac{n\,(n+1)\,(2n+1)}{6}$$

Here A is not taken since $\text{A} = 0$, for when $n = 0$, the identities are $0 = \text{A}$. Likewise the higher powers of n are not taken, since the value of each of their co-efficients is cipher.

---

4. The sine of an angle A C B [see *fig. B.*] is the ratio which the per. B P bears to the radius B C.

As the angle increases from ciper up to 90°, the sine likewise increases and is positive, until at 90°, when it is equal to + 1.

As the angle increases from 90° to 180°, the sine decreases and in a positive direction until at 180° it is equal to cipher.

As the angle increases from 180° to 270°, its sine likewise increases but in a negative direction, until at 270° it is equal to — 1.

Lastly as the angle increases from 270° to 360° its sine decreases but in a negative direction, until at 360° it is equal to cipher.

From this it evident that if A be an angle whose sine is x, x will also be the sine of the angles $2\pi + \text{A}$, $4\pi + \text{A}$, $6\pi + \text{A}$, &c; or by putting in a general expression, x will also be the sine of the angle $(2n\pi + \text{A})$, where n is a whole positive number.

Q. E. F.

Let $\text{A C R} = \angle\,\text{A}$, & $\text{A C D} = \angle\,\text{B}$. [see *fig. C.*]

* Then by the definition just given,

$$\sin(\text{A} + \text{B}) = \frac{\text{D P}}{\text{D C}} = \frac{\text{D S} + \text{S P}}{\text{D C}} = \frac{\text{D S} + \text{Q R}}{\text{D C}} = \frac{\text{D S}}{\text{D C}} +$$

$$\frac{QR}{DC} = \frac{DS}{QD} \cdot \frac{DQ}{DC} + \frac{QR}{CQ} \cdot \frac{QC}{DC}.$$

But $\frac{DS}{QD} = \cos A$ (since a little reflection will show that $\angle QDS = A$)

$$\frac{QD}{DC} = \sin B, \quad \frac{QR}{CQ} = \sin A, \quad \& \quad \frac{QC}{DC} = \cos B$$

$\therefore \sin (A + B) = \sin A \cos B + \cos A \sin B$

Q. E. D.

* I forgot to say that D P is perp. to C R, Q D to C Q, Q R to C R, & Q S to D P.

6.

$$\sin \frac{A}{2} = \sqrt{\frac{(s-c)(s-b)}{bc}} \qquad (1)$$

$$\& \cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}} \qquad (2)$$

Where $s = \frac{1}{2}(a + b + c)$.

$\times$ (1) & (2) and we have

$$\sin \frac{A}{2} \cdot \cos \frac{A}{2} = \frac{1}{bc} \sqrt{s(s-a)(s-b)(s-c)}.$$

But by Trig., $2 \cos \frac{A}{2} \sin \frac{A}{2} = \sin A$

$$\therefore \sin A = \frac{2}{bc} \sqrt{s(s-a)(s-b)(s-c)}. \qquad (3)$$

fig. D.

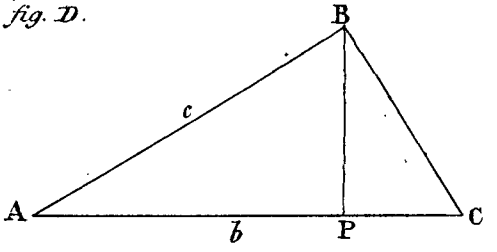


fig. E.

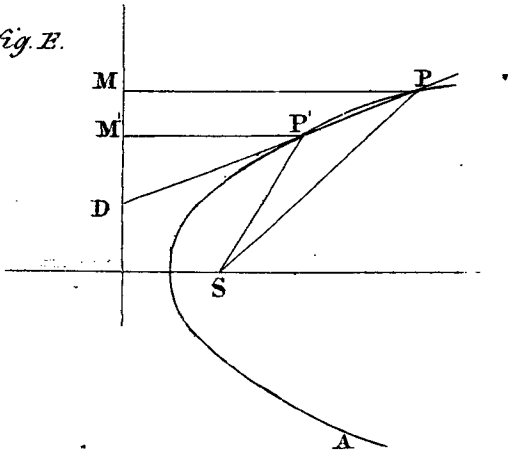
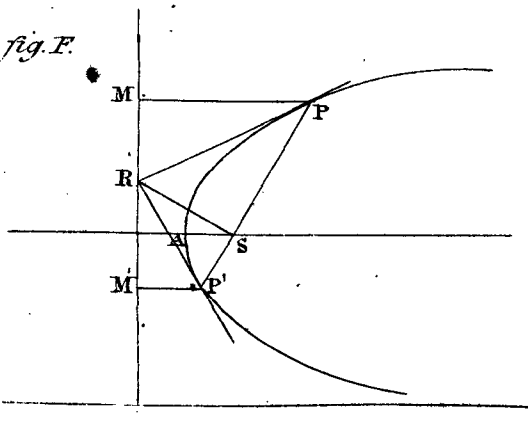


fig. F.



Now the area of the triangle [see *fig. D.*] A B C.

$$= \frac{\text{A C. B P}}{2} \text{ (where B P is the per. from B to A C)}$$

$$= \frac{bc \sin A}{2}, \text{ by substitution the value of sin A as found in (3)}$$

we have

$$= \frac{bc}{2} \cdot \frac{2}{bc} \sqrt{s\,(s-a)\,(s-b)\,(s-c)}$$

$$= \sqrt{s\,(s-a)\,(s-b)\,(s-c)}.$$

Q. E. F.

---

7. Let the st. tine P P′ D [see *fig. E.*] bisect the ∠ M P S (where S is the focus, & P M per. to the directrix M M); then P P′ D meets the parabola P P′ A in one point only.

For if not let it cut in another point P′; then join P′ S, P′ M, and draw P′ M′ per. to the directrix. Now by the property of the parabola P M = P S, P P is common and ∠ M P P′ = ∠ P′ P S in the two △s M P P′ & P′ P S; ∴ P′ S = P′ M (I. 4). But P′ S = P′ M′ (parabolic property), ∴ P′ M = P′ M′, an hypotenuse to one of its sides, which is absurd. There P P′ D cuts the parabola in one point only, viz. at P.

Q. E. D.

Let P A P′ [see *fig. F.*] be an arc of a parabola, & P S P′ a focal chord; then the tangents P R & P R′ at its extremities intersect at right angles in the directrix M R M′.

First let P R be a tangent and let it meet the directrix in R, join R S; then ∠ R S P * is a right angle. But ∠s R S P + R S P′ = 2 Right angles; ∴ R S P′ is also a right angle and therefore P R′ is also a tangent. Now as M & S are right angles, ∠ M P R = ∠ R P S, ∴ ∠ M R P = ∠ P R S. In like manner ∠ S R P′ = ∠ P′ R M′; ∴ ∠ P R P′ = ∠s M R P + M′ R P′. But angles P R P′ + (M R P + M′ R P′) = 2 R. angles; ∴ ∠ P R P′ = one right angle.

Q. E. D.

---

* It can be thus easily proved. P M = P S, P R common, & ∠ M P R = ∠ R P S in the two △s M R P & R P S, ∴ ∠ M =

∠ R S P; but ∠ M equals a right angle, therefore ∠ R S P = a right angle. Q. E. D.

[8.] Let A P′ A′ [see *fig. G.*] be an ellipse, & R P R′ tangent to the ellipse from the point P; F R & S R′ perps. to the tangent from the foci F & S; then the points R & R′ lie on the circumference of the circle described upon the major axis A A′; and F R × S R′ = b^2, where (b) is the semi-minor axis.

Join F P & P S, and produce F P & R S′ to meet in T. Now as P R′ is a tangent, ∠ S P R = ∠ R′ P T, P R common & ∠s at R equal (since each by const. is a right angle), ∴ P T = P S & S R′ = R′ T (I. 4). But P S + F P = A A′, ∴ F T = A A′. But as A C = A′ C, & S R′ = R′ T, ∴ C R′ = ½ F T = ½ A A′, and is parallel to it; ∴ the point R′ lies on the circumference of the circle described on the major axis. In like manner we can prove by exactly similar process, by producing P S′ instead of F P, that R lies on the same circumference.

Q. E. D.

Now describe this circle on the major axis and let it be R R′ A′ A. Produce R F & C R′ to meet the circumference in N (since angle R is a right angle they will meet in the same point) Again as F C = C S, N C = C R′ (radii), & ∠ F C N = ∠ R′ C S (I. 15.), ∴ F N = S R′. But R F. F N = A F. F A′ (III. 35); and as A F. F A′ = b^2 and as F N = R′ S, ∴ F R. S R′ = B^2

Q. E. D.

9.

Let Y O′ & X O′ [see *fig. H.*] be the fixed axes of co-ordinates and O′ P P′ be a straight line passing through the origin O′, and let α & β be the angles made by this line with the axes. Then if P N, P N′ be drawn parallel to O′ Y,

$$\frac{P\,N}{O'\,N} = \frac{P'\,N'}{O'\,N'} = \frac{P''\,N''}{O'\,N''} = \&c = \frac{\sin\alpha}{\sin\beta}.$$

Taking the fixed ratio $\frac{\sin\alpha}{\sin\beta} = \frac{A}{B}$

we have $\frac{P\,N}{O'\,N} = \frac{A}{B}$

fig. G.

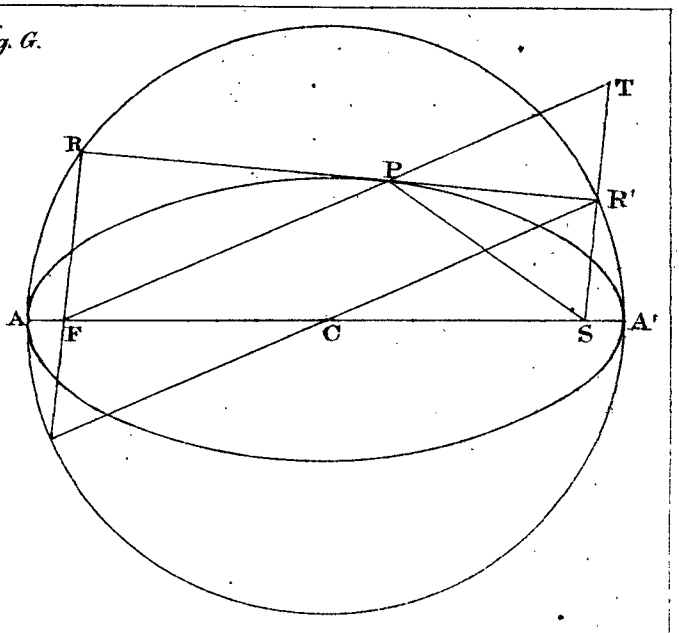
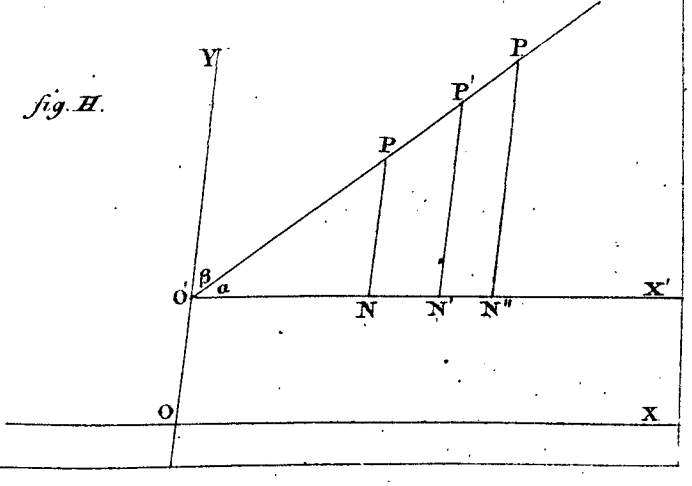


fig. H.



But P might be any point along the line O′ P, as we have just seen; ∴ every point along the line O P has this relation that its $\frac{\text{P N}}{\text{O N}'}$ = a fixed ratio. Calling P N, y, & O N′ x, we have for the equa. of the line the relation

$$\frac{y}{x} = \frac{\text{A}}{\text{B}}, \qquad \text{B}\,y + \text{A}\,x = 0.$$

But if O O′ be taken equal to C and if from O drew O X parallel O′ X′; and taking O Y and O X as our fixed axes of co-ordinates, we would have the new y', $= y + \text{C}$, and therefore the equation of the line O′ P when referred to O Y, & O X is $\text{A}\,x + \text{B}\,y + \text{C} = 0$.

And therefore conversely $\text{A}\,x + \text{B}\,y + \text{C} = 0$ is the equation of a right line. Q. E. D.

The intercepts on the axes, as obtained by making x & y successively equal to cipher, are $-\frac{\text{C}}{\text{A}}$ & $-\frac{\text{C}}{\text{B}}$. Q. E. D.

When C = 0, the intercept O O′ = 0, and therefore the line O′ P passes through the origin.

Q. E. D.

---

10. (3) $\text{A}x^2 + \text{B}xy + \text{C}y^2 + \text{D}x + \text{E}y + \text{F} = 0$.

In this equation if A = C, & B = -2 A sin a (where a = the inclination of the axes), and $\text{D}^2 + \text{E}^2 - 4\,\text{F} = 0$; then $\text{A}x^2 + \text{B}xy + \text{C}y^2 + \text{D}x + \text{E}y + \text{F} = 0$ represents a point or more properly a circle whose radius is cipher.

$x^2 - y^2 = 0$ represent the bisectors of the angles made by the axes; since it can be resolved in to $x - y = 0$, & $x + y = 0$.

$(x-a)^2 = 0$ represents two coincident st. lines, parallel to the axis of (y) at a distance from the origin $= a$.

$x^2 + y^2 = 0$ represents two imaginary st. lines passing through the origin, since it can be resolved into $(x + y\sqrt{-1} = 0$ & $(x - x\sqrt{-1} = 0)$.

$x\,y = 0$ represents the two axes of coordinates, since it is satisfied by $x = 0$, & $y = 0$.

---

11. $x = a \sec \theta$, & $y = b \tan \theta$.

$\therefore \frac{x^2}{a^2} = \sec^2 \theta$, & $\frac{y^2}{b^2} \tan^2 \theta$; by subtracting we have

$$\frac{x^2}{a^2} - \frac{y^2}{b^2} = \sec^2 \theta - \tan^2 \theta = 1;$$

But $\frac{x^2}{a^2} - \frac{y^2}{b^2} = 1$ is the equation of an hyperbola; $\therefore x = a \sec \theta$, & $y = b \tan \theta$ must represent an hyperbola.

---

12. The limit of $f(x)$ when $x = o$ is that value toward which the function approaches when x is taken equal to cipher. Thus if $f(x) = 12\,x^2 - 13\,x + 15$, the limit towards which this function approaches when $x = o$ is evidently 15.

The Differential coefficient of $a^x = a^x \log. (a)$; it is thus found.

Let $n = a^x$, $\therefore \log n = x \log a$, $\therefore \frac{dn}{n} = \log a \,.\, dx$

$$\therefore \frac{dn}{dx} = n \log a$$
$$= a^x \log a. \qquad \text{Q. E. F.}$$

$$d.\,(6\,x^5 + 30\,x^3 + 5)\,(x - 2) = (6\,x^5 + 30\,x^3 + 5).$$
$$d.\,(x - 2) + (x - 2)\,d.\,(6\,x^5 + 30\,x^3 + 5)$$
$$= (6\,x^3 + 30\,x^3 + 5)\,d\,x + (x - 2)\,(30\,x^4\,d\,x + 90\,x^2\,d\,x)$$
$$= d\,x \left\{ (6\,x^5 + 30\,x^3 + 5) + (x - 2)\,(30\,x^4 + 90\,x^3) \right\}$$
$$= d\,x\,(36\,x^5 + 60\,x^4 - 150\,x^3 + 5). \qquad \text{Q. E. F.}$$

Let $n = f\,x$, $\quad n' = f\,(x + h)$

$\therefore n' - n = f\,(x + h) - f\,(x)$

Now the limit towards which $\left(\frac{n' - n}{h}\right)$ approaches when h is taken equal to cipher is what is called the Differential co-efficient of $f(x)$.

(2.) Let there be a, b, c, d, &c. to (n), quantities; then it is required to find the number of permutations when taken all together.

Now b, c, d, &c can be combined with (a), $(n-1)$ times.

In like manner a, c, d, & ..... (b) $(n-1)$ times

Therefore by continuing this process to (n) we shall have n $(n-1)$ permutations by two;

Again suppressing a, we shall have by the same law $(n-1)$ $(n-2)$ permutation of b, c, d, &c when taken by two; and joining to each of these (a), we shall have $(n-1)$ $(n-2)$ permutation of threes in which (a) stands first; in like manner we shall have $(n-1)$ $(n-2)$ per..... (b) .....

(no time)

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MATHEMATICS,—SEE PAGE 40.

[Four hours' time allowed.]

1 Let A [see *fig.* 1] be the given point above the plane E F it is required to draw a ⊥ from the point A to the plane E F In the plane E F take any line E K and from A draw A B ⊥ to it. If this line be ⊥ to the plane the thing required is done but if it be not then from the point B draw B D in the plane E F ⊥ to B K and from A draw A C ⊥ to it and through C draw C F ∥ to B K.

Now since B E is ⊥ to each of the line B A, B D it is ⊥ to the plane D B A. But C F is ∥ to E K and if one of two ∥ straight lines be ⊥ to a plane the other is also ⊥ to it ∴ C F is ⊥ D B A and ∴ to every straight line meeting it in that plane ∴ C F is ⊥ A C but A C is ⊥ to B D ∴ A C is ⊥ to the plane E F passing B D, C F

2 The number of permutations of n things taken all together are

$$n\ (n-1)\ (n-2)\ldots\ldots 3.2.1$$

4 The sign of an angle is the perpendicular drawn from one of the extremeties of the arc intercepted between the sides of the angle upon a diamter, passing through its other extremeties, of a circle of which the centre in the angular point. The trigonometrical sign is the ratio between this perpendicular and the radius of the circle The when the angle is 0° the sign is 0 and as the angle increases from 0° to 90° the sign increases from 0 to + 1 and at 90° the sign is + 1 then as the angle increases the sign diminishes and at 180° it becomes 0

It still goes on decreasing till the angle becomes of 270° at which the sign is — 1 when it begins to increase till the angles become of 360° at which the sign is 0 the sign in the 1st & 2nd quadrants is plus and in the third and fourth it is minus

The general expression for all the angles whose sign is x

$(2\ \pi\ n + \sin^{-1}x)$ where n shows the number of revolutions round the ⊙ & $\sin^{-1}x$ shows the first angle.

Let A B C [see *fig.* 2] be a △ and let ∠ C be an acute angle then (A + B) is >90° &<180° and let none of the angle A & B be a right angle

From C draw C D ⊥ to A B then

A B = AD + B D substituting the values of A D, B D, A B

$\therefore\ c = b\cos A + a\cos B$

dividing by b we get

$$1 = \frac{b}{c}\cos A + \frac{a}{c}\cos B \ldots\ldots\ldots (1)$$

but by the properties of plane triangles

$$\frac{b}{c} = \frac{\sin B}{\sin C} \quad \& \quad \frac{a}{c} = \frac{\sin A}{\sin C}$$

substituting these values in (1) we get

$$1 = \frac{\sin B}{\sin C}\cos A + \frac{\sin A}{\sin C}\cos B$$ multiplying by sin c we get

$\sin C = \sin B \cos A + \sin A \cos B$

but A + B + C = 180°

fig. 1.

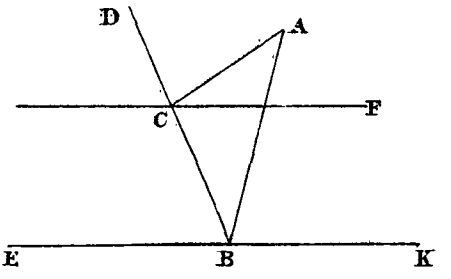


fig. 2.

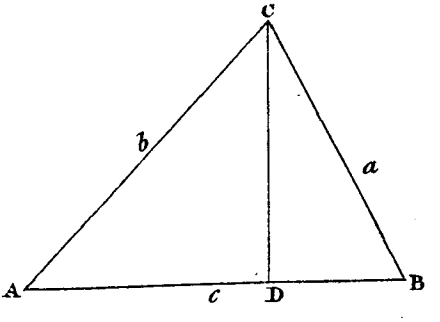


fig. 3.

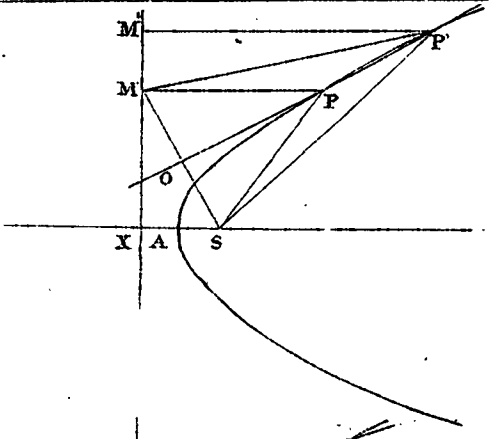


fig. 4.

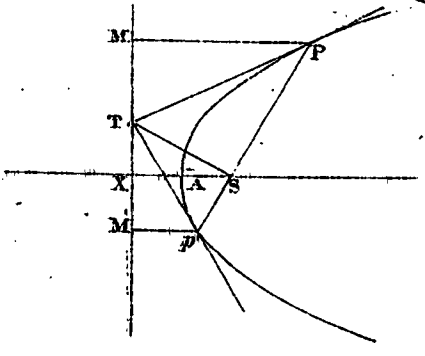
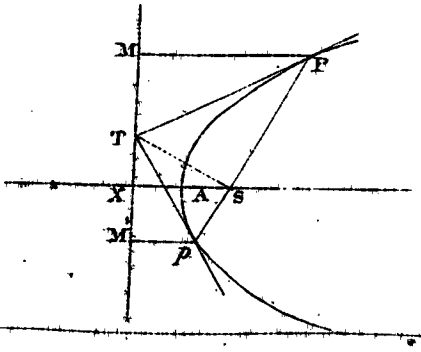


fig. 5.



$\therefore$ C $= 180° - (A + B)$

$\therefore \sin C = \sin (180 - (A + B)) = \sin (A + B)$

$\therefore \sin (A + B) = \sin A \cos B + \sin B + \cos A$

6 The area of the Δ A B C [see *fig.* 2] is equal $\frac{1}{2}$ A B. C D but C D $=$ A C. sin A

$\therefore \Delta$ area $= \frac{1}{2}$ A B. A C. sin A

$$\therefore \sin A = \frac{2}{bc} \sqrt{s\,(s-a)\,(s-b)\,(s-c)}$$

$$\therefore \Delta \text{ area} = \sqrt{s\,(s-a)\,(s-b)\,(s-c)}$$

7. The straight line P O [see *fig.* 3] which bisects $\angle$ S P M is a tangent to the curve If it be not let it cut the curve in the point P' join S P' draw P M' $\perp$ to M X join P' M, S M

Now

$\because$ S P $=$ P M; $\angle$ S P O $=$ $\angle$ O P M and P O is common

$\therefore$ S O $=$ M O; $\angle$ S O P $=$ $\angle$ P O M

Again

S O $=$ O M; $\angle$ S O P' $=$ $\angle$ P' O M & P' O is common

$\therefore$ S P' $=$ P' M but by the nature S P' $=$ P' M'

$\therefore$ P' M $=$ P' M'

$\therefore$ $\angle$ P' M M' $=$ $\angle$ P' M' M which is impossible.

$\therefore$ the line P O does not cut the curve in the point P' In the way that it does not meet the curve in any other point but P and $\therefore$ it is a tangent at P.

Let P T and *p'* T [see *fig.* 4] be the tangents at extremeties of a chord P *p'* which passes through S the focus of the the curve and let them in the point T then T is in the directrix.

Through T draw a line $\perp$ to the X A of the curve and from P, *p'* draw P M, *p* M' $\perp$ to it & join S T

And because S T is $\perp$ to P *p'* $\angle$ P S T is $\perp$ & $\therefore$ $=$ P M T

$\angle$ S P T $=$ $\angle$ T P M & P T is common $\therefore$ P S $=$ P M

In the way it may be proved *p'* S $=$ *p'* M' $\therefore$ M M' is the directrix

The preceding pro. can be proved in another way thus [see *fig.* 5] If from a point T in the directrix M M' tangents be drawn to curve and if the points of contact P, *p* be joined with the focus S, P *p*. is a straight line.

Draw P M, *p* M' $\perp$ to the directrix

join S T.

Now P M = S P, ∠ S P T = ∠ T P M & P T is common

∴ ∠ P M T = ∠ P S T = a right angle In the same manner ∠ p S T may be proved to be a right engle

∴ since ∠ P S T + ∠ p S T = 2 right angles

P p is a straight line.

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8. The perpendiculars [see *fig.* 6] S T, H T′ drawn from the foci S, H upon the tangent T T′ at P cut the tangent in the circumference of a circle described upon A a

Join S P, H P, C T produce H P, S T till they meet

Now

∠ S T P = ∠ K T P, ∠ S P T = ∠ T P K & P T is common

∴ P K = S P & S T = K T

∵ S T = K T, S C = C H

∴ C T is ‖ & ½ of H K

∴ 2 C T = H K = P H + P K = P H + S P = 2 a

∴ C T = a

In the same manner it may be proved that C T′ = a

∴ the circle described with C as a centre and radius equal to a will pass through the extremeties of C T & C T′ Q, E, D

S T. H T′ = B C²

Describe a circle upon A a [see *fig.* 7] it will pass through T, T′ produce T S to K and join C K, C T′

Then because is the centre of the circle & C K, C T′ are radii & ∠ K T T′ is a right angle

∴ K T is a diamter

Now

S C = C H, C K = C T′; ∠ S C K = ∠ H C T′

∴ H T′ = S K

but S K. S T = a S. A S = B C²

& S K = H T

∴ S T. H T′ = B C²

9th. A x + B y + C = 0

The intercepts made by the line represented by the above equation are

when y = 0 the intercept on the axis of x is $-\frac{C}{A}$ & when x = 0 the

fig. 6.

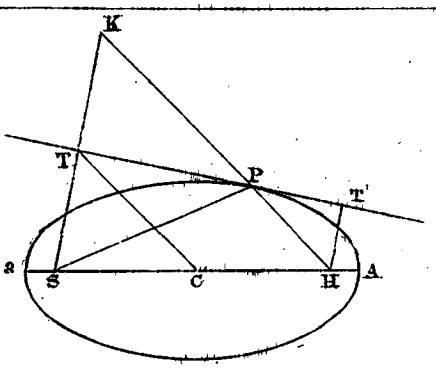


fig. 7.

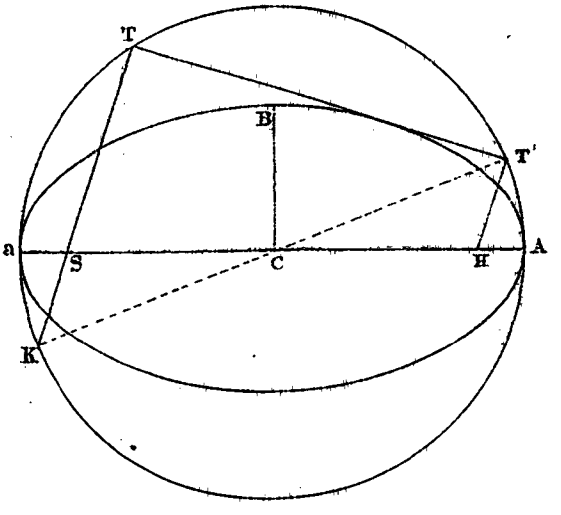
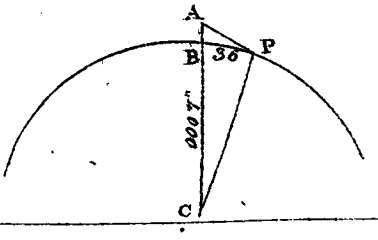


fig. 8.



intercept on axis of y is $-\frac{C}{B}$

The above equation may be put under the form

$$y = -\frac{A}{B}x - \frac{C}{B}$$

in this $-\frac{C}{B}$ is the intercept made by the line on the axis of y & $-\frac{A}{B}$ is the tangent of the angle made by the line with the axis of x

This equation represents a right line because in the first place it is linear that is of the first degree and each value of y gives a corresponding value of x.

$C = 0$ shows that the line passes through origin

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5. Since B P [see *fig.* 8] compared with the circumference of the whole earth may be regarded as a straight line & since the angles A P C, A B P, P B C are each right angles

we $BP^2 = AB.\ BC$

$$\therefore AB = \frac{BP^2}{BC} = \frac{1296}{4000} = \frac{81}{250}$$

$$\begin{array}{r} 5280 \\ 81 \\ \hline 528 \\ 4224 \\ \hline 25'0\,)\,42768'0\,(1710\frac{18}{25}) \\ 25 \\ \hline 177 \\ 175 \\ \hline 26 \\ 25 \\ \hline 18 \end{array}$$

feet

BY BALA MUNGESH,

Elphinstone College.

LOGIC,—SEE PAGE (32).

[Three hours' time allowed.]

1. The three operations of the mind, chiefly concerned in logic are I Simple Apprehension: II Judgment; and III Reasoning. The products of these three faculties are respectively simple terms or Concepts; judgments: and reasonings or arguments. Now terms may sometimes be indistinctly apprehended by the mind: the judgments it (mind) produces may be false: and the arguments it furnishes may be inclusive; therefore the operations of the mind mentioned above are each respectively liable to the following defects viz: Simple apprehension to indistinctness: judgment to falsity: and Reasoning to inconclusiveness.

The mind as soon as it forms conceptions, within itself represents these concepts by words, in order to be able to use them at some further time without undergoing the same operation, and also to be able to convey them (concepts) to other persons.

Words that are used in their common signification are called words of the first intention but they become words of second Intention, when they are used in a technical and scientic sense. Thus the word line as a word of the first Intention, simply means a string, but used in Mathematics it means "length without breadth."

2. (*a*) Categorical Propositions are of four kinds viz. I Universal Affirmative; II Universal negative: III Particular Affirmative. & IV Particular Negative. "All men are mortal" is an instance of the first "no liar is virtuous" of the second "some men are virtuous" of the third; and "some men are not avaricious" of the fourth.

(*β*) Matter is defined by Aldrich, "the extent of the connection between the subject & predicate of a proposition. "Impossible matter" he says "is that in which the subject and predicate of a proposition disagree essentially." As thus "No liar is a virtuous" means that the class "virtuous" essentially differs from the class "liar" and therefore it (virtuous) always excludes the class liar, & can never be affirmatively predicated of it ("liar.")

(γ) Contradictory propositions are those which, having the same subject and predicate, differ in quality as well as quantity. "Every man is virtuous" and "some men are not virtuous:" are instances of Contradictory Propositions: so also "No liar is virtuous" and "some liars are virtuous."

(δ) Subaltern propositions are those which have the same subject and predicate but differ in quantity. Universal affirmatives, & particular affirmatives: as well as Universal negatives & particular negatives; are called Subaltern Propositions Thus "All men are philosophers" and "some men are philosophers": and "No prudent man deserves censure" & "Some prudent men deserve censure." The difference between Contradictory and subaltern Proposition is this: that contradictoriees cannot be both true or both false in any matter, while subalterns may be both true, or both false or one true & the other false.

3. "Bombay is a city" if this proposition be taken as "singular" it cannot be converted simply, for according to Aldrich, the subject of a "singular Proposition" is always distributed; and therefore if simply converted the term "Bombay" which is distributed in the exposita will not be distributed in the converted proposition. If we take it as a particular proposition then it is thus converted simply—"Some city is Bombay." But if we take it as a singular proposition, then it is thus converted by Limitation [altering the quantity] "Some city is Bombay." It

4. The *Dictum de omni et nullo* is this—"Whatever is said of a class [affirmatively or negatively] may be said of all things [affirmatively or negatively] that are included under that class.

5. "All virtue is good"
Prudence is good
Therefore Prudence is virtue

In this argument though the conclusion happens to be true, there is a fallacy called "the fallacy of the Undistributed Middle." Here the same thing is predicated of two classes, and therefore nothing follows from such an argument. It violates the syllogistic rule which says that the Middle term must at least be distributed in one of the premises.

6. The sentence as it stand is called an Enthymeme. The

major premise is suppressed here. The argument is thus syllogistically stated—

Every person who despises the threats of his enemies is courageous
Queen Elizabeth did despise the threats of her enemies
Therefore Queen Elizabeth was a courageous woman.

7. The Dilemma is a species of conditional syllogism, whose major premiss is composed either of different antecedents followed by the same consequent; or different antecedents followed by different consequents: and whose minor is always a disjunctive proposition. It is called a simple Dilemma when different antecedents, followed by the same consequent, constitute the major premiss. Thus If A is B, C is D: if E is F C is D [Major Premiss], but either A is B or C is D [Minor Premiss] therefore C is D. It is called a complex Dilemma, when different antecedents followed by different consequents constitute the Major premiss. Thus If A is B, C is D; if E is F, M is N [Major Premiss] but either A is B or C is D [Minor Premiss] therefore either C is D or M is N. A dilemma is said to be constructive, when the truth of all the antecedents is admitted in the minor premiss, and thence is inferred in the conclusion, the truth of the consequent or consequents. A dilemma is said to be destructive when the truth of the contradictory of the consequent or consequents is affirmed in the minor premiss and thence the contradictory of the antecedents is inferred in the conclusion. A Dilemma is said to be partly destructive and partly constructive when the minor premiss is made up of the contradictory of some of the consequents, and the affirmation of all the antecedents, whose consequents are not denied.

(8) The difference between Inductive and Deductive Reasoning is this—The first proceeds from particulars to generals: from certain observed facts to a general law, while the second assumes an universal proposition, & thence descends to particulars. All laws of nature are ascertained by the former process. The maxim to be observed in Inductive Reasoning is that whatever is affirmed or denied of several individual things may be affirmed or denied of the class, which is constituted by those things.

All arguments drawn from history are deductive.

(9) Whatever is injurious to your health I recommend you to avoid

The house you occupy [being too near the Mahim Drain]* is injurious to your heath.

Therefore The house you occupy I recommend you to avoid.

* The minor premiss of this syllogism is according to Aldrich an Ethymematic sentence.

Succaram & Pestonji [being weak] were obliged to leave that house

You are weak like Succaram & Pestonji

Therefore You shall be obliged to leave that house

This is an instance of what is called by Aldrich—"Example."

Dadabhoy [being strong] lived there without being hurt

You are not strong like Dadabhoy

Therefore You shall not live there without being hurt.

This is also an instance of "Example."

All persons that cannot live in a place without falling sick ought to avoid it

You cannot live in that place with falling sick

Therefore You ought to avoid that place

10 The uses of Logic as an art are two; 1st it enables the mind to detect false arguments brought forward by others; 2ndly it enables the mind to argue correctly: The uses of logic as a science; are 1st it strengthens such faculties of the mind as Reflection Comparison, abstraction, generalization & Denomination; 2ndly it places the mind in the right path for the discovery of truth; it furnishes the mind with a power which it can make use of in every subject mathematical, or literary talents, would be of no avail to their possessor if he be untrained in logic.

BY NARAYEN MAHADEO,

Elphinstone College.

GRAMMAR AND PHILOLOGY,—SEE PAGE (28).

[Three hours and a half allowed.]

A.—MARATHI.

I. 1. मला. is a pers: pronoun, 'common' gender 1st pers: sing, and in the second case. गांवांस is a com: noun, mas or neut: gender, 3rd pers: sing. in the second case. Properly speaking these two words are in the locative case. जावें is here used for जाणें a participial noun, neut: gen: 3rd pers. sing: nom: to लागलें which is a verb of the उभयविध* kind, but here intrans: past, indic: 3rd pers. sing agreeing with its nom: जावें. Here जावें is the कर्ता, अकर्म कर्तरी प्रयोग.

2. भावी प्रयोग is that which has for its nom: a noun or pro: in the 3rd case and an intrans. verb. as त्याणें जावें. भावकर्तरी प्रयोग is a species of प्रयोग in which the verb is of a प्रयोज्य धातु— त्याच्यानें खावयतें त्याच्यानें जावयतें.

Declension of जाणें.

PRESENT.		PAST.		FUTURE.	
pers.	sing	pl.	pers. sing	pl.	pers. sing	pl.
1st	जातों	जातों	1st गेलों	गेलों	1st जाईन	जाऊ
2nd	जातोस	जातां	2nd गेलास	गेलां, गेलेत	2nd जाशील	जाल
3rd	जातो	जातात	3rd गेला	गेले	3rd जाईल	जातील

II. 1. The word सद्गुणी can not I think be brought under more than two समास; the षष्ठीत and कर्म.

2. पुरुषास is a com: noun; mas: gend. 3rd pers: sing in the 2nd case. सर्वदा is an adverb of time, qualifying देणें which is a participial noun, partaking of the property of a verb in which capacity it governs उत्तेजन in the objective case; and of a noun, in the nom. case to आहे. हितेच्छूचें is a com: noun, mas. gend, 3rd pers. sing in the case of possession (the 6th): it relates to कर्तव्य. which is a com: noun. neut, 3rd p. sing. nom. appo: देणें.

III. 1. चंचल. is derived from चल् to move: the words अचल, निश्चल are derived from it.

* The word उभयविध means double sorted, viz, here as applied to a verb, trans & intrans.

2. Prefixes अ, अन्, सत्, दुस् दुर्, निस्, निर्, स.

Affixes आई, इत, दार, खाना. The last two are, I suppose, Persian.

C.—ENGLISH.

(*a.*) The words *monument, preserve, sacred, consign,* and (I think) *celestial* are derived from Latin. Epitaph is probably of Greek origin.

(*β.*) The third line contains a metaphor—Tomb is put for a man connected with a temple, & the remains, for treasure given in his Charge.

In the next line also, mind is compared to an object & the body to its receptacle or covering.

In the metaphor one thing is put for another, as in the case of the tomb above now if this metaphor be continued in some such manner as this—Preserve, O! sacred Tomb &c. . . . . and never allow that sacrilegious ravisher Time to despoil your sanctuary of it &c.——and thus new relations pointed out between the first terms, the figure becomes an allegory: which is a continued metaphor.

(*γ*) 'Want' means absence of necessaries; absence of any desired object; simply desire: here I think it means 'A desire to take away.'

(*δ.*) Latter here means, I think, last.

(*ε.*) Holy is applied to things which are in themselves pure & worthy of reverence; while sacred, to those which are regarded as such. generally.

(*η.*) The lines are scanned in the question by means of accents. This metre is called iambic; From its being employed in epics it is called the *heroic couplet.*

2. 'Reliance' takes after it the preposition *on,* while confidence is followed by *in.* As, "I have the greatest confidence in the judgment and ability of so & so," "I place no reliance on him."

(*β.*) Dispense means to give away. as an apothecary dispenses medicines. Dispensation means distribation or giving, but I think the latter word is not applied except to the doings of God.—as the moral dispensations of Providence.

(*γ.*) Reflection is derived from re—back, & flecto—I bend & hence means bending back literally. Its other meanings are: the throwing back of a ray of light from a bright surface; thinking

(bending as it were of the mind on its own actions & deed) also an observation, as a reflection on one's character: reflection of credit.

3. 'Impertinent' etymologically means 'not to the point,' irrelevant. I think it is derived from im—not and pertino—to belong to—as appertain. Usually impertinent means, saucy as an impertinent answer.

Impudent is derived from im—not and pudeo—I am ashamed; Insolent, from in—not, and soleo—I am accustomed.

(β.) Venial is derived from venum—poison; connive, from con—together & nicto I wink; unprecedented, from un—not, pre—before, & cedo—I go.

4. They gave him little encouragement—means, they gave him no encouragement,
They gave him a little encouragement—They gave him some encouragement.

He could but weep means He could only weep.
He could not but weep—He could not help weeping.

5. The wind being favorable, we set sail. Here the case of wind is nom: absolute to 'being.'

6 (α.) Whom neither death nor danger could ever dismay.
(β.) Woe was worth his cook except his sauce &c.

7 (γ.) Treaties must be spelt—Treatise; and there must be a 'which' after it. But even then it appears awkward. There must be some person here instead of treatise. And again 'quoting from a shlok' is improper—It must be some book or part of a book and 'quoted' must be put out & 'did' put in. Quoted from some 'shlok' is improper because it is here put in opposition to the *koran* which is a book while a shlok is merely a stanza. There is still another impropriety left; like may be put out and as introduced: Sanskrit.... & *koran* do not form a good opposition.

No. 1756 of 1859.

POONA:

Office of the Director of Public Instruction,
20th August 1859.

To the Principals of the Elphinstone and Poona Colleges.

MEMORANDUM.

In forwarding, for the information of the Principals and Professors of the Elphinstone and Poona Colleges, extract from the Report of the Examiners for Senior Scholarships, I beg to express my opinion that, on the whole, the report is encouraging.

2. The chief failures may be resolved into the two deficiencies of rudimentary knowledge and independent thought.

(*a.*) *Want of Rudimentary Knowledge.*—The only adequate remedy for the former fault is the infusion of greater learning, ability, and professional skill into the direction of the schools which prepare boys for college. It would serve no purpose for me to dilate on this topic here. There is, as you are aware, a certain improvement visible in each fresh batch of junior scholars elected at your college, and I am constantly engaged, with the means at my disposal, in attempts to make this improvement more marked and rapid.

Still, unless an increase of expenditure is made on our preparatory schools, that the present state of the finances is held to prohibit and private liberality will hardly provide, you will have, as heretofore, to give the best training that you can to youths confessedly unfurnished with the amount of scholarship that young men are expected to bring with them to Oxford and Cambridge. Under these circumstances, the ground-studies of English philology and composition, translation into and from the vernacular, the science of arithmetic and geometry, will demand the chief energies of the professors. Frequent college examinations, both *vivâ voce* and on paper, directed to prove the respondent's knowlege of fundamentals, provide, as you will doubtless think, the best way of ensuring thorough scholarship,

and of neutralising the dangers that are always apt to arise from the "cramming" system, unavoidably fostered by public examinations. In these college examinations, it would, I suggest, be very useful for each professor to obtain assistance from his colleagues in at least the preparation of questions.

(*b.*) *Want of Reflection.*—As regards the standing complaint of examiners, that native students rely too much on a strong memory to the exclusion of independent thought, I fear that for the present we must to some extent allow this fault to pass as a national characteristic. The principals and professors, however, are well aware of the necessity of striving incessantly to reduce the evil by judicious exercises.

Usefulness of Translation.—I am persuaded that there is one remedy to this evil of great and exceptional potency, namely, the constant practice of *close* translation into and from English. The mental discipline involved in this exercise cannot be eluded; and I beg that you will insist on its daily practice. My wish is strengthened by the unfavourable report of the vernacular performances of the students.

(I would propose also for your consideration, whether the more skilful translators among the students might not be beneficially employed in some systematic continuous work of a kind that would be useful to the public. There is not, I believe, a single treatise of any magnitude on any branch of history, literature, or science, in Gujarati or Marathi. I do not see why our colleges should not do something to supply this deficiency, to the great advantage of their students as well as of the public. I do not now refer to the preparation of school-books, manuals, compilations, and the like, for the Educational Department has already sufficient agencies at work under this head, but of complete standard treatises or literary compositions suitable for the use of persons who have had a fair education, whether vernacular or Anglo-vernacular, but are unable to master without assistance the higher class of English literature. I mention a few books that might thus be taken up :—Elphinstone's India, Mill and Wilson's India, Hallam's England, Hallam's Middle Ages, Gibbon's Roman Empire, Arnold's Rome, Merivale's Rome, Grote's Greece, Mill's Logic, Mill's Political Economy, Dr. Stewart's Moral Philosophy, Sir W. Hamilton's Reid, Thomson's Laws of Thought, Aristotle's Ethics, The Republic and Phædo

of Plato, Whewell's Elements of Morality, Aristotle's Politics, Vatel's Law of Nations, Phillimore's or Leapingwell's Jurisprudence, Story's Conflict of Laws, Smith's Mercantile Law, Addison on Contracts, Shakspeare's Plays, the works of other English Dramatists, Bacon's Novum Organon, Advancement of Learning, and Essays, standard works on Mathematics, Chemistry, Physics, Machinery, Natural History, &c. On the other hand, translations from genuine indigenous literature, of which specimens are given in the Nao Nit, would be most interesting and useful. The Duxina Fellows will be available for the direction of this work, which, I will say in conclusion, ought not to be obstructed by any suggestions as to the possible or probable *inferiority* of the translations that will be at first produced by it.)

Mathematics.—I am happy to observe that both colleges have done well, and that the students of the Elphinstone college have distinguished themselves in mathematics this year. The examiners' recommendation of the system of private tuition has been carried out to some extent at the Elphinstone College, by means of the Duxina Fellows, with very good effect.

As regards the examiners' suggestion in paragraph 7 (unless the professors are of opinion, after inquiry, that the present system of printing the questions on the margin of the paper on which the answers are to be written operates practically as an embarrassment to candidates), I do not propose to alter the system, which is recommended by great convenience and by precedent in the University of Oxford.

Composition. (*a*) *English.*—Comparing the report with the appended specimens of answering, I am satisfied that the Elphinstone College has rather advanced in point of English since last year, and that the Poona College has made very material progress. The absence, during the year, of Professor Owen has had its natural effect on the former.

(*b*) *Vernacular.*—As regards the failure of so many at both colleges in the vernacular essay, I am constrained to say that, in my opinion, the subject proposed was not very suitable to any of the students, and was particularly unsuited to the Parsees.* I

* "The Changes in Indian Society which have taken place since the days of Menu."

do not wonder that very few tolerable compositions were sent in for so large and difficult a theme.

Philology.—With the answers in grammar and philology, the examiners were not very well satisfied. The mistake specially complained of (of attributing "person" to nouns) is found in common English grammars, and the students doubtless learned it at school. For the future, college students will be expected to provide themselves with Arnold's Classical English Grammar, and the two parts of his "Spelling turned Etymology." Those who can afford it should also possess Richardson's English Dictionary (8vo.). Latham's "English Language" and Richardson's larger English Dictionary (4to.) should be in the library of each college and in the hands of each literature professor. The professors of literature are requested to see that this order is carried out.

Spelling.—The examiners attribute to haste and carelessness the faults of spelling, which seem not to have been numerous. But even with this explanation, the fact that there should be several faults of spelling, however caused, in any student's paper, is disgraceful. To mark the sense which I have of the demerits of false spelling, I shall next year request the examiners to reject altogether any paper which contains more than three palpable mistakes in spelling or gross breaches of grammar. I say palpable mistakes, because I would freely give a student the benefit of the doubt wherever there is an opportunity.

Logic, &c.—There seems to have been an improvement in logic since last year. The historical answering is well spoken of. Many students seem to have failed in their English "books." As, however, it is a new feature in the examination for students to bring up for examination books which they have not been lectured on, as this novelty is intimately connected with the important object of encouraging private independent study, I do not think it necessary to express any disappointment on this occasion. I have laid down, in the Senior Scholarship Standard, a list of books from which candidates in 1860 are to select. This will exclude the unsuitable works which some have brought up this year.

Hand-writing.—I am glad that the examiners have thought fit to advert to the subject of hand-writing, the importance of which is depreciated only by the thoughtless. The hand-writing of the

Poona students generally, and of many Bombay students, used to be wretchedly bad, so bad as seriously to interfere with their prospects in life. There has been a great improvement in Poona in this respect, and I also observe an advance in the Elphinstone students, but there is still much to be done in raising the standard of calligraphy. Writing should be large and bold, and the letters completely formed.

Chemistry.—The practical examination in chemistry was introduced at my request on the model of the Oxford Middle Class Examinations of 1858. I am gratified that there should have been found one student to pass it satisfactorily. With deference to the Professor of Chemistry, I think that lectures on that branch of science are little more than an amusement to the students, unless practical work in the laboratory is superadded to them. It should be distinctly understood that any student taking up chemistry at the general scholarship examination offers himself for practical as well as oral and written examination.

The examiners have found difficulties with respect to the interpretation of the programme of examination, which have suggested several changes of form in the Scholarship Standard for 1860, of which copies were forwarded to the college under date the 15th instant.

(Signed) E. I. HOWARD,
Director of Public Instruction.

NOTE.—The printed answers have been compared word for word with the MSS., to ensure their accuracy.

W. H. NEWNHAM, C.S.,
Attached to office of D. P. I.

No. 2263 of 1859.

General Department,
Bombay Castle, 24th September 1859.

To the Director of Public Instruction.

Letter from the Director of Public Instruction, No. 1757, *dated the 20th August* 1859:

Submits the original Report of the Examiners for Senior Scholarships of the Elphinstone and Poona Colleges, together with copy of a Memorandum which he has addressed to the Principals of the Colleges respectively.

RESOLUTION OF GOVERNMENT ON THE ABOVE,

Dated 15th September 1859.

Government cannot but consider that the report of the examiners attests a satisfactory progress on the part of the students in the Elphinstone and Poona Colleges.

2. In forwarding the report to the Principals and Professors of the colleges, the Director of Public Instruction has recorded some comments and suggestions for future guidance, which appear to His Lordship in Council well considered and judicious.

3. Government especially approve of the plan recommended by Mr. Howard, by which the more skilful translators among the students might, by employing themselves in the translation continuously of entire treatises on various subjects of literature and science, render a valuable service to the public, while they improve themselves.

4. The Report of Examiners, with the accompanying Exercises and Mr. Howard's Memorandum, should be printed with the Education Report.

5. The great want of additional English schoolmasters, which is alluded to in Mr. Howard's Memorandum as the chief cause of the deficiency of rudimentary knowledge in the students admitted to the Elphinstone and Poona Colleges, should be represented to the Government of India and to the Secretary of State. Until this want is supplied, the improvement, which is so much needed in the early training of the youths, whose education is to be completed in our colleges, cannot be looked for.

(True copy)

(Signed) H. YOUNG,
Chief Secretary to Government.

APPENDIX [B].

REPORT OF THE ELPHINSTONE COLLEGE FOR 1858-59.

A.—GENERAL.

I.—1. *Professors.*—There have been no changes among the professors. The arrangement for the performance of Professor Owen's duties, mentioned in last report, paragraph 5, continued in force during the year; Dr. Sinclair, Professor of Mathematics and Natural Philosophy, having been appointed Acting Professor of Political Economy, and J. P. Hughlings, Esq., Professor of English Literature and History, Acting Professor of General History. The chair of the Applied Sciences remains vacant. Subjoined is a list of the Professors, with the duties assigned to each.

2. Establishment of the Elphinstone College, as it stood on the 30th April 1859:—

JOHN HARKNESS, A.M., and LL.D. (Edinburgh), Principal, and Professor of Logic and Moral Philosophy.

HERBERT GIRAUD, M.D. (Edinburgh), Professor of Chemistry, Geology, and Botany.

R. S. SINCLAIR, A.M. and LL.D. (Trinity College, Dublin), Professor of Mathematics and Natural Philosophy, and Acting Professor of Political Economy.

SIDNEY OWEN, Esq.,* Professor of Political Economy and General History.

(Vacant.)—Professor of the Applied Sciences.

J. P. HUGHLINGS, A.B. (Oxon), Professor of English Literature and History, and Acting Professor of General History.

R. T. REID, LL.D. (Trinity College, Dublin), Perry Professor of Jurisprudence.

* In Europe, on medical certificate.

II.—1. *Fellowships.*—Towards the close of the year a measure was brought into operation, which, it is hoped, will eventually be productive of the most beneficial results. In order that the Dukshuna grant should really be the means of advancing native literature and learning, as originally intended, proposals were submitted to Government by the Director of Public Instruction for applying a portion of the funds, as they become available, to the institution of "Dukshuna Fellowships," in connection with the Elphinstone and Poona colleges.

2. Students elected to Dukshuna Fellowships were regularly to attend college lectures on one or more branches of study (with the view of proceeding to a B.A. University degree*), and were, besides, to devote a portion of their time, not exceeding two hours a day, to the tutorial instruction of the students.

3. These proposals having received the sanction of Government, junior Dukshuna Fellowships were awarded to Ramcrishna Gopal and Javerilal Umiashankar, two ex-students of the Elphinstone College. Ramcrishna entered upon his duties as Murathee and mathematical tutor on the 2nd January 1859. Javerilal took up his appointment on the 19th April 1859, and entered upon his duties as Guzerathee tutor. The annual examination being so close at hand, he was not required to take up any other special subject for tuition.

4. Sufficient time has not elapsed fully to develope the utility of this measure. But there can be no doubt that, under proper regulation, its effects will be most salutary, both as regards the Fellows themselves and the students. Much remains to be done to improve the style of vernacular *composition*, which, with rare exceptions, is stiff and inelegant. The niceties of *translation* are still farther from being understood.

III.—1. *Students.*—The number of students was nearly doubled in the course of the year, having increased from 39 to 77. At the end of the year, however, they had again been reduced to 71,—most of those who left having been obliged to do so on account of private affairs.

2. One of these, Pestonji Sorabji, in some respects the most promising student in the college, was obliged to proceed to Aden, to

* It is intended that those elected hereafter shall have previously taken their B.A. degree.

look after some property there, only a few days before the examination. He applied for six months' leave; but as his scholarship could not be kept open, and his return appeared uncertain, he was told that, in the event of his coming back, he should prefer an application for re-admission, and his request might then be taken into consideration as a special case.

3. One student left in a very unsatisfactory manner. He had given in his resignation of his free-studentship at a time and under circumstances which precluded its being accepted. He was, therefore, ordered to attend college lectures and go up for the approaching examinations. Having failed to comply with these directions, his name was struck off the roll. He had previously discontinued attending.

4. The conduct of the other students has been all that could be desired.

5. The following is a tabular view of the description and standing of those on the roll on the 30th April last.

Description.	Standing.				Total.	Grand Total.
	First Year.	Second Year.	Third Year.	Fourth Year.		
Junior Division.						
Junior scholars	15	4	..	..		
Free students.....	8	2	..	..		
Paying students....	20	1	..	..		
	43	7	..	..	50	
Senior Division.						
Senior scholars	..	6	6	7		
Free students.....	..	..	1	..		
Paying students....	..	..	1	..		
	..	6	8	7	21	
						71

IV.—1. *Studies.*—The special reports of the professors, forwarded herewith, will show what has been *aimed at* in all subjects except Jurisprudence, which is reported on separately. It must be left to the Government examiners to say what has been *accomplished* in the branches of study on which they examined.

2. The zeal for private and social study is still unabated. It was feared that the occupation, by the School of Art, of the room chiefly resorted to for the purpose, would have interfered, to some extent, with its exercise. But the inconvenience seems to be felt less than was anticipated. The room is still available at certain hours, when the Art students are not present, and at others any out-of-the-way place is chosen. I shall be glad, however, when such shifts are no longer necessary. What is wanted is a *public* room accessible at all times, and large enough to accommodate those who really wish to prosecute their studies.

V. *Fines.*—The system of fines has been in operation since February 1858. With the view of strengthening the hands of individual professors, the Director of Public Instruction formally authorised them, at their discretion, to impose fines on stipendiary scholars, the amount of the fine in no case to exceed one day's allowance. The number of scholars fined under this rule amounted at first to about half a dozen a month. Of late the practice has virtually fallen into desuetude. Frequently months pass over without a single fine. This would seem to show either that the faults, which fines were intended to correct, have disappeared, or that the professors place less reliance than formerly on their efficacy.

VI.—1. *Library.*—Many important additions have been made to the library which now begins to assume quite a different shape. Books of reference are accessible to students at all times during the day. Other books are issued and returned between the hours of 11 A. M. and 2 P. M.

2. Several books, that have not been issued in the regular way, have lately disappeared. This has been the cause of great annoyance, not so much on account of the value of the books, which fortunately has been inconsiderable, as from the difficulty of accounting for the loss. Measures have been adopted which, it is hoped, will prevent the recurrence of accidents of this kind.

VII. *Note-Books and Writing Materials.*—To obviate the inconvenience experienced in carrying to and fro their note-books and writing materials, particularly during the rains, each student has

been provided with a drawer to which no one but himself has access. This is attended with many advantages. Among others, the students are always prepared for written exercises, and their note-books are more neatly kept.

VIII. *Resident Students.*—Four students are at present residing in the college. They appear to be sensible of the advantages they enjoy, and eager to make the most of them. It has long been felt that it would be attended with great benefit, especially to students from the Mofussil, if suitable quarters could be found in or near the college. Pains have therefore been taken to encourage as much as possible the present experiment, which is the first of its kind. Hitherto it has worked satisfactorily. It is not doubted that, in the event of more ample accommodation being provided, others will be ready to avail themselves of it.

IX. *Special Reports.*—I have never been in the habit of offering any remarks upon the reports of my colleagues, and I see no reason to depart from this line of conduct in the present instance. Of the report by the Government examiners I know nothing.

X. *Conclusion.*—In conclusion I beg to acknowledge my obligations to Professors Giraud, Sinclair, and Hughlings, for their hearty and zealous co-operation at all times.

B.—Special.

I. *Logic.*—There have been three logic classes, two of them, (*a*) and (*b*), being composed of students of the junior division, and the third of students belonging to the senior division, most of them in their third year.

II. *Class* (*a*).—Number of students, 27. Lectures, 3 a-week; in all, 82. Subject, Formal Logic.

2. The text-book (Translation of Aldrich's Rudiments) was supplemented and corrected, either *vivâ voce* or by notes dictated, and the definitions and rules were explained, and illustrated by copious examples.

3. In November, eleven students, just admitted into the college, were joined to the class, and five more were subsequently added. These additions formed a sort of lower division of the class, which, at the close of the year, contained forty-three students.

4. About one-third of them showed a good deal of taste and considerable aptitude for the study. The bulk of the class, however,

besides being insufficiently acquainted with English, were deficient in mental training, and unaccustomed to *think*, in the strict sense of the word. Their progress, therefore, has not been quite satisfactory. Several of those who have so honourably distinguished themselves from the others deserve very great credit, as they had to labour hard in order to supply the defects and correct the errors of their early education.

III. *Class* (*b*).—Number of students, 13. Lectures, 3 a-week; in all, 84.

2. The same text-book was used in this as in the junior class, but the subject was treated somewhat differently,—the rules being merely explained and committed to memory in the one, while in the other they were demonstrated.

3. The conduct of the students was most orderly throughout, and six of them generally acquitted themselves creditably at class examinations,—two of these being very superior to the rest.

IV. *Senior Class.*—Number of students, 15. Lectures, 2 a-week; in all, 58. Subject, Applied Logic.

2. Thomson's Outline of the Laws of Thought was used as a text-book. The treatment of the inductive methods was carefully studied, particularly by the men of the Science School. One of these, Pestonji Sorabji, I have mentioned by name in the general report. And I can only speak in terms of commendation of the diligence of two of the others. Bala Mungesh, too, a fourth-year student, deserves to be specially noticed.

V. *Induction Class* (Science School).—Number of students, 4. Lectures, 2 a-week, from November.

2. Bacon's Novum Organon, book I., and Herschel's Discourse on the Study of Natural Philosophy, were used as text-books, with occasional references to Whewell, Mill, and Mansel.

3. Three out of the four students composing the class deserve to be mentioned with approbation for their regularity and industry, but their chief strength seemed to be applied in another direction.

VI. *Butler Class.*—Number of students, 12. Lectures, 2 a-week; in all, 60.

2. Subjects of study:—Butler's Three Sermons on Human Nature, with Preface; Analogy, Part I., Introduction, and chaps. ii.—v.

3. This class was composed of an equal number of third and fourth-year students. The latter had entered upon the study of

Butler the previous year, but I believe they profited more by the second course than by the first.

4. For the benefit of those to whom the work was new, the text was first read in class with such explanations as seemed necessary to a correct understanding of the meaning. An analysis was then given of each chapter, exhibiting the chief heads of the argument, and the facts or circumstances adduced in support or illustration of each head.

5. It was no doubt a disadvantage that the lectures on Butler followed immediately after the lectures on mathematics and natural philosophy. The men were already exhausted and could not devote to the subject that attention which it demands.

6. Bala Mangesh and Pestonji Sorabji were the two who seemed to get the firmest grasp of the subject.

JOHN HARKNESS,
Principal.

II.—REPORT.

A.—*Department of English Literature, Elphinstone College, from June 10th, 1858, to April 30th, 1859.*

1. *Candidates for Junior Scholarships.*—Poetry, Lady of the Lake (hours 53); Prose, Vicar of Wakefield (hours 27); Composition (weekly essay).

2. *Candidates for Senior Scholarships.*—Poetry, Samson Agonistes (hours 99); Prose, Advancement of Learning (voluntary; hours 37); Bacon's Essays (hours 33); Composition (weekly essay).

3. The students enter into their clean note-books paraphrases of the poetry. Corrections of these are made by hand or in class. During the past year the same subject has been given the whole college for the weekly essay. Every student is liable to be called on to read his essay before his fellow-students. In their performance of this exercise individual students have given me great satisfaction. Their names, but not in the order of merit, are:—

Mr. Waman Abaji .....
„ Vishnu Sadashiva .....
„ Mahadeva Govind ..... } 1st-year students.

Mr. Dinsha Jivanji	2nd-year students.	
„ Mancherji Dinsha		
„ Trimbakrao Bapuji		
„ Ardesir Pestonji	3rd	ditto.
„ Hirjibhai Aspandiarji....	4th	ditto.

Senior students were generally excused the weekly essay. Mr. Hirjibhai's essays, which were in general as punctually delivered as they were carefully executed, must therefore be considered as voluntary performances.

On the whole, however, I have been little pleased with the results of this exercise.

4. *Voluntary Students* (Latin).—This study was introduced mainly in order to enable students so inclined to cultivate a sounder acquaintance with the English language and the principles of grammatical science than would be easy from the study of English alone. It was thought also that the translation on paper and *viva voce* from Latin into English would form an additional and useful exercise in composition.

5. Some fourteen or fifteen chapters in Cæsar were read, and the first eight (8) Alcaics in Horace, book iii. (hours 60).

6. The students, with one exception, had no previous acquaintance with the language. Attendance was voluntary. Four students kept up their attendance at both classes to the end of the year. Their names are:—Mr. Visthnu Sadashiva, Mr. Nagindas Tulsidas, Mr. Mahadeva Govind, and Mr. Dhanjibhai Shapurji.

7. Nearly every student reading for a senior scholarship during the year had necessarily, from the standard of examination fixed by the Director of Public Instruction, more books to read than could be effectually dealt with in class. Thus has arisen a habit of private study, the want of which previously was one of the greatest drawbacks on the results of class teaching.

8. Some time was given by the professor to the encouragement of this habit. Examinations on the extra books read by the pupils were also held in the three weeks preceding the examination, ordinary lectures being for the time suspended.

(Signed) J. P. Hughlings.

May 16th, 1859.

(True copy)

John Harkness.

B.—*Departments of English and General History, Elphinstone College, from June 10th, 1858, to April 30th, 1859.*

1. From the absence on sick leave of S. Owen, Esq., Professor of General History and Political Economy, the department of general history was combined with that of English history.

2 *Junior Students.*—Dale's translation of Thucydides (hours 27); Lectures on the early history of Greece (hours 20).

3. *Senior Students.*—Lectures on the history of England from B. C. 55 to A. D. 1272, illustrated by references to the general history of Europe (hours 52).

4. Readings from Sir Walter Scott's 'Ivanhoe' were introduced into the lectures on English history. Those on Grecian history were accompanied by, and in great part consisted of, selections from the Andromeda and Heroes of the Rev. Mr. Kingsley.

5. The senior students reproduced the lectures given them at great length, and with respectable accuracy and neatness. I am bound to mention the name of Mr. Mancherji Dinsha, of the junior division, who found time to attend both the senior and junior courses of historical lectures without neglecting his other work with me.

(Signed) J. P. HUGHLINGS.

May 16th, 1859.

(True copy)

JOHN HARKNESS.

III.—*Report by the Professor of Mathematics and Natural Philosophy, Elphinstone College, for the year* 1858-59.

A.—1. In taking a retrospect of the college for the past year I have the satisfaction of reporting a marked improvement in the interest taken by the students, especially the better portion of the senior students, in prosecuting the collegiate studies. Instead of hanging about the college, making it a sort of convenience, as several of them used to do in their final year, with their minds chiefly engaged in looking out for a situation, and ready to leave the college as soon as any suitable one offered, no special rewards for more

prolonged application being held out either by the general Educational Department or by the college itself, there has been, on the contrary, during the last year, an increased effort amongst the superior students, both senior and junior, to avail themselves of the prospective advantages of a more extended collegiate education. This healthy change is, in my judgment, to be attributed in a great measure to the introduction of the following causes:—(1,) the desire to obtain the degrees and honours of the University, which will require, and will testify to, a higher order of mental culture and scholastic attainment, to be rewarded in life by improved position and increased emoluments; and (2,) the establishment in connection with the college of Fellowships to be awarded by competition to distinguished graduates of the University, whose time will be devoted partly to teaching and partly to self-improvement. An exemplification of the influence of these causes, and at the same time a grateful contrast to the facility with which, in the preceding year, Murlidhar Girdhar was induced, by the immediately larger pay of a school, to break off a successful course of college study prematurely (paragraph 2 of my report for 1857-58), was lately exhibited in the reluctance with which Pestonji Sorabji, after unavailing remonstrance with his friends, left the college (to go to Aden to assist his father in business for a time), and in the anxiety he has expressed to resume his connection with the college. Pestonji is one of our most steady young men, and the most advanced student in my special branches; and, as he has always evinced a genuine desire to improve himself, I trust his absence from the college, which I much regret, will be only temporary. If this prove so, he is very likely to become ultimately a valuable educational agent. It is evidently impossible to produce or to propagate a higher order of education, if the most promising fruits from year to year drop off or are plucked away before attaining maturity.

2. *Honor Senior Division* ("Science School").—I have much pleasure in testifying to the diligence and excellent conduct throughout the year of all the members of this class. In the preceding paragraph I have spoken in particular of Pestonji Sorabji, whose departure from Bombay occurred before the recent senior scholarship examination.

Subjects of study and of periodical examination during the year.—(1,) Arithmetic, theoretical and practical; (2,) algebra, with

equations in general; (3,) Euclid, with deductions; (4,) trigonometry, with applications to astronomy; (5,) conic sections, geometrically; (6,) analytic geometry of the point, and the right line, with the discussion of the general equation of the second degree, and a special treatment of the circle, the ellipse, and the hyperbola, with their tangents, normals, conjugate diameters, foci, poles, and polars; (7,) differential calculus, including the differentiation of algebraic and transcendental functions, elements of the integral calculus, successive differentiation of one variable, Taylor's and MacLaurin's theorems, logarithmic, exponential, and trigonometric series, singular values, maxima and minima, and tangents to curves; elements of statics.

Number of lectures, six a-week.

3. *Pass Senior Division* ("Literature and Law Schools"). *Subjects.*—(1,) Arithmetic, practical and theoretical, with particular attention to scales and notation and fundamental principles; (2,) algebra, including quadratic equations; arithmetic, geometric, and harmonic progression; ratio, proportion, and variation; permutations and combinations, and the binomial theorem; (3,) Euclid, i.—vi., xi. to proposition 21, with exercises; (4,) plane trigonometry; (5,) statics by the aid of elementary mathematics.

Number of lectures, two a-week.

4. As the lectures of the Literature and Law Schools are restricted by the Director's Notification to two a-week in mathematics and natural philosophy, I beg to draw special attention to the inexpedience of permitting any students to enter these schools till they have passed an examination, satisfactory to the mathematical professor, in at least the first four of the six subjects proposed for ordinary graduation. In the usual course, the time for entering the schools is at the beginning of the student's third college year, and that for graduation after completing his third year. This prerequisite examination would embrace,—(1,) arithmetic with the use of logarithms; (2,) Euclid; (3,) algebra; (4,) plane trigonometry. Conic sections (geometrically) and mechanics, with revision of the preceding four subjects, would form ample business, with the present restriction of mathematical lectures, for the remainder of the student's time in college, while his best energies are devoted to the unrelated special branch he has chosen. The slight modification here suggested would, I think, obviate the difficulties of teach-

ing hitherto experienced, without interfering with the principle of the schools, of which I altogether approve.

During the past year I endeavoured to remedy, as far as I could, by frequent examinations on paper and the slate, complementary to my lectures, and which were enforced with strictness, the deficiencies of those whose admittance into the schools would, on my suggested plan, have been deferred for some time longer. The premature entrance into the college of the majority of these students I have dwelt upon sufficiently in previous reports.

5. *Honor Junior Division.*—The most promising members of this class are some of the junior scholars of April 1858, whose diligence and labour in solving proposed exercises throughout the year have been very commendable. During the first term all the junior scholars of April 1858, and a few of those of the preceding year, were chiefly disciplined in exercises adapted to introduce them to larger and more fecund ideas in geometry and algebra, such as problems and theorems, involving loci, maxima, and minima, values passing through zero and infinity, and the like. During the second and third terms the class diminished in numbers (attendance for "honors" being quite voluntary), but the beneficial effects of their previous discipline were very perceptible also in those who had been members of it.

Subjects.—(1,) Arithmetic, theoretic and practical, with the principles of logarithms; (2,) Euclid, i.—vi., and xi. to proposition 21, with deductions; (3,) elements of geometry of the sphere; (4,) plane trigonometry; (5,) algebra, including the progressions, variation, permutations, and combinations, the binomial theorem, and the elements of the theory of equations and functions.

Number of lectures, five a-week.

6. During the last two years members of the Honor Junior Division, in their first college year, have been selected to compete for senior scholarships (successfully in 1858; of the results of the late examination I am not yet aware). I beg to draw attention to a notification respecting this examination, which, unless modified, will operate to the discouragement of the cultivation of mathematics in the college. Marks 20 are assigned to the lower paper; and marks 50 to the higher, which contains, (1,) algebra; (2,) Euclid; (3,) trigonometry; (4,) geometric conics; (5,) analytic geometry; and (6,) a part of the differential calculus; and the notification states that no credit will be given except half of the assigned

marks are obtained. It is evidently impossible that any student (who is admitted into the college with a knowledge of arithmetic, three books of Euclid, and algebra to simple equations) could in one year sufficiently master these six branches; and the attempt to take him (most superficially it could only be) over so great extent would prove most pernicious. Of the 50 marks assigned to these six subjects, I suppose about 20 to be allotted to the first three subjects (which would ordinarily be the work of the first year in college), and 30 to the remaining three,—these numbers representing the relative difficulty and time required; accordingly, the present rule excludes any rewards to the first-year student for the labour, additional to that required for the lower paper, which he has given throughout the year to some of the subjects of the higher, while he is at the same time invited to compete at the senior scholarship examination; and it is very desirable that the competition for these scholarships, still too low, should be increased in every possible way. I beg to suggest, then, the following modification, viz., that students be allowed to take up to the senior scholarship examination such subjects, beginning from the first, of the higher paper as they may choose; the restriction of obtaining half marks being applied only to what they take up.*

7. *Pass Junior Division.*—This class consisted of the majority of the second-year students and of a portion of those who entered the college in April 1858.

Subjects.—(1,) Arithmetic, practical and theoretic, with special regard to the principles of the science and scales; (2,) algebra, including quadratics, the progressions, variation, permutations, and the binomial theorem; (3,) Euclid, i.—vi., xi. to proposition 21. Exercises were regularly proposed, and frequent examinations held on paper and the slate.

Number of lectures, five a-week.

8. *Candidates for Junior Scholarships.*—The greater part of the students admitted into the college, both at the spring and at the autumn entrances, being very imperfectly prepared in their entrance business, were confined to a more thorough drilling in it; and their greatly improved appearance at the late junior scholarship examination reflects credit on the pains taken by Mr. Ramcrishna Gopal, who relieved me of the chief charge of this class during the third

* The Senior Scholarship Standard for 1860 has been modified so as remove the evil complained of.—E. I. H.

term. At a careful weekly examination in subjects and in simple exercises, regularly proposed some six days previously, I particularly endeavoured to impart the powerful art of discovering geometric theorems, and solving problems by the method of geometric analysis; and in my awards greater credit was always attached to a solution by this than to one by the synthetic method. Several solutions were usually shown, and their respective advantages pointed out.

Subjects.—The business of the junior scholarship examination.

Number of lectures, five a-week.

(Signed) R. S. SINCLAIR, LL.D.,
Professor of Mathematics and Natural Philosophy.

May 19th, 1859.

(True copy)
JOHN HARKNESS.

Report by the Acting Professor of Political Economy, Elphinstone College, for the year 1858-59.

B.—1. As political economy was a new subject to the majority of the class, I accompanied my earlier lectures by examinations in Archbishop Whateley's Easy Lessons on Money Matters, which were repeated; and, to impress the principles on their mind, the students were required to translate into their vernacular languages portions of the text. Senior's treatise then formed the principal text-book, as being most accessible from its cheapness; and frequent reference was made to the views of Mill, and occasionally to those contained in McCulloch's edition of the Wealth of Nations. The critical habit which the study of Senior is calculated to engender renders his book a valuable gymnastic for students; but I found the more concrete treatment, and the admirably lucid and forcible style, of Mill to gain a firmer and more enduring hold of their mind. In lecturing, I have endeavoured to illustrate the principles of the science by such exemplifications as would afford attractive and useful information, as well as to exhibit them in symbolic abstractedness on the black board.

Subjects.—General sketch of the object and limits of the science, with a more particular treatment of wealth, the constituents of wealth, the causes which limit population, the instruments of pro-

duction, cost of production, and the division of society into labourers, capitalists, and proprietors of natural agents.

Number of lectures, two a-week.

(Signed) R. S. SINCLAIR, LL.D.,
Acting Professor of Political Economy.

May 19th, 1859.

(True copy)

JOHN HARKNESS.

IV.—*Report of the Classes of Chemistry and Botany, for the Session* 1858-59.

A.—CHEMISTRY.

The chemical lectures have been attended by the first and second-year students, and by the students of the "Science School."

2. The subjects of study have been,—The atomic constitution of matter, chemical affinity, the laws of combination by weight and volume, heat, the chemistry of the non-metallic elements, magnetism, frictional and voltaic electricity. The students of the Science School attended also some lectures on organic chemistry.

3. At the commencement of the session I made every student provide himself with a text-book. That provided by the first-year students was Dr. Wilson's Treatise on Chemistry in Chambers' Educational Course; that by the second-year students, Fownes' Manual of Chemistry. I have endeavoured to discourage an error they are so apt to fall into, of attributing too much importance to lectures, to the neglect of private reading and study, by which a mere smattering of the subject is acquired; and misapprehensions, carried away from the lecture room, are never corrected. I regret to state that the examinations I held from time to time during the session painfully convinced me how signally I failed to induce the majority of the class to pursue a systematic course of reading. I believe this neglect of reading is more marked in my classes than in those of the other professors, because my teaching is conducted chiefly by means of lectures, and lessons are not set in the text-books to be prepared for me by a given day.

4. As exceptions from the foregoing rather sweeping condemnation, I would specially name Uttumram Nurbhiram, Pestonji

Sorabji, and Ardasir Pestonji, of the Science School; Janardan Succaram, Trimbuck Bapuji, Jamsetji Dossabhai, Raghoonath Narayan, and Muncherji Dinsha, second-year students; Girdharlal Dayaldass; Chunderao Chimanrao, Mahadeo Govind, Nagindass Tulsidass, Ramchander Bhow, and Framji Bomanji, first-year students. The knowledge of the principles of chemical philosophy acquired by most of these men is very creditable to them.

5. At the beginning of the session I opened a voluntary class of systematic instruction in practical chemistry, in the laboratory of the Grant Medical College, for the students of the Science School. They have all, with the exception of Bulwantrao Ramchrishna, attended very regularly for two hours once a-week, and have acquired a very fair amount of skill in chemical manipulation. Uttumram Nurbhiram was particularly zealous in prosecuting practical chemistry, spending extra hours in the laboratory in carrying on his own independent experiments.

B.—Botany.

The students of the Science School have attended the botanical lectures. They have studied the anatomy and physiology of plants and the principles of their classification, as well as the characters of some of the more important natural orders.

2. The lectures have been illustrated by the microscope, by diagrams, and by living specimens, and the class have accompanied me to the Agri-Horticultural Society's Garden for the study of practical botany.

3. The text-books were Balfour's Elements of Botany and his Class-Book of Botany.

(Signed) H. Giraud, M.D.,
Professor of Chemistry and Natural Philosophy.

Bombay, 28th June 1859.

(True copy)
John Harkness.

APPENDIX [C].

NOTIFICATION RELATIVE TO JUNIOR SCHOLARSHIP STANDARD.

_____*College.*

RULES FOR TERMS AND EXAMINATIONS.

1. The Academical Year commences on the 1st of May.

2. The First Term commences on the 10th of June, and ends on the Saturday of the week preceding the Dewallee. The Second Term commences on the third Saturday then next following, and ends on the Saturday of the week preceding Christmas. The Third Term commences on the second Saturday then next following, and ends on the 30th April.

3. At the end of each Term the Professors will examine those Students who are not attending a Scholarship or other Academical Examination.

4. The principal examination for Entrance and Junior Scholarships will be held at the close of the Academical Year, commencing on the fourth Monday in April; and will be conducted by the Principal and Professors.

5. At this examination Junior Scholarships and five Free Studentships will be awarded, for the full tenure of two years each; and paying Students will be admitted.

6. The Examination will consist of two parts, namely, the previous (or Elementary) and the subsequent (or Scholarship) examination.

7. Only those who are passed in the previous examination (*vide*

Standard, Appendix A) will be admitted to the subsequent examination, which will commence on the Wednesday of the examination week. (This Rule does not apply to Mofussil Candidates.)

8. The subsequent examination will be conducted in accordance with the printed Junior Scholarship Standard. (*Vide* Appendix B.)

9. The names of those who satisfy the Examiners will be arranged in three classes. The first class will be Junior Scholars; the second, Free Students; and the third will be admitted to the College, if they so desire it, as paying Students.*

10. The Director of Public Instruction will receive and dispose of any applications that may be made from unclassed Candidates for admission to the College as paying Students.

11. A similar examination will be held in the last week of the first Term, with this difference, that the Junior Scholarships and Free Studentships then awarded will cease and determine at the end of the current Academical Year.

RULES FOR MOFUSSIL CANDIDATES.

12. Branch "Previous Examinations" will be held at the Schools, commencing a fortnight before the similar Examination held at the College.

13. The Branch Examination will be conducted by Local Committees, appointed for that purpose by the Director of Public Instruction.

14. The Committees will forward to the Director of Public Instruction a list of the passed Candidates, who will be admitted to the subsequent or Scholarship Examination.

15. The subsequent examination (which will be exclusively on paper) will be held on the same days, and will be, in fact, the same as the corresponding College Examination. The questions will be forwarded by post to the Local Committees, and the answers returned to the Scholarship Examiners for valuation.

E. I. HOWARD,
Director of Public Instruction.

Bombay, 1st June 1858.

* This rule is subject, however, to the following conditions:—A Candidate for Junior Scholarships and Free Studentships must not have exceeded his 19th birthday, a Candidate for Entrance as a paying Student must not be under 16 or above 23 years of age.

APPENDIX A.

STANDARD OF PREVIOUS EXAMINATION.

The Candidate must be able to write English legibly and correctly from dictation; to translate orally into his vernacular a passage from Goldsmith's History of England, or any similarly easy English work; to answer in English easy questions arising out of the text; to show a fair knowledge of General and Indian Geography, and of the Solar System, and to perform ordinary Arithmetical Computations.

E. I. HOWARD,
Director of Public Instruction.

APPENDIX B.

JUNIOR SCHOLARSHIP STANDARD.

		Marks.
I.	ENGLISH. 1.—A Paraphrase and explanation in English Prose of a passage from Pope's Poetical Works. 2.—Questions in Grammar and Etymology. 3.—Translation of English Prose and Poetry into Vernacular	100
II.	VERNACULAR. 1.—Translation into English. 2.—Questions in Grammar and Etymology	75
III.	MATHEMATICS. 1.—Arithmetic from First Principles. 2.—Algebra to Simple Equations, inclusive. 3.—Euclid, III. Books. (Higher questions will also be set)	75
IV.	GENERAL KNOWLEDGE.—Miscellaneous Questions; and *one* of the following:— ..... 1.—English History. 2.—Indian History. 3.—Ancient History (Greece, Rome, Asia). 4.—Chemistry. 5.—Natural Philosophy. 6.—Sanskrit. 7.—Persian. 8.—Latin.	50

E. I. HOWARD,
Director of Public Instruction.

APPENDIX [D].

REPORT OF THE POONA COLLEGE FOR 1858-59.

To E. I. HOWARD, Esq.,
Director of Public Instruction, Bombay.

SIR,

Period reported upon.—I have the honour to report upon the condition and progress of the college under my charge during the past academical year. My last general report was dated June 1858, the present will therefore furnish information and data from that period to the present time.

2. *The division of the academical year.*—The separation of the academical year into the three terms, commencing on the 10th June, on the Saturday following the Dewallee, and on the 3rd January, respectively, is permanently adopted. This arrangement has been productive of all the advantages consequent on a well-considered terminal division.

3. *Final settlement of collegiate course and plan.*—I am glad to be able to say that changes of plan and detail have been rendered far less frequent than before. I am not therefore embarrassed by the multiplicity of points pressing for notice. The year has been one of solid and of steady work, during which the progress we have made is substantial rather than demonstrative. You will not undervalue the paragraph which places on record the completion of a year of sound and regulated work, gone through upon a settled plan and with definite ends. The dignity and influence of a college are of gradual growth; but that institution has at any rate survived the perils of infancy which passes from the regions of experiment to those of directed and continued effort.

4. *Extended range of scholarship examination.*—It is especially

to the extended range of competition for scholarships that a change is due. We have a programme, more or less exact, of the final examination, and a clear settlement of the term and conditions of college study—the "*unde*" and the "*quo*" of the college student. These are of the first importance; but the judicious disposal of college scholarships by examinations, conducted by printed papers, in the chief provincial schools, is the reform to which we are most directly indebted. Already we have received from the district schools men of marked industry and promise, and their example and rivalry has the best effect upon those local collegians who formerly monopolized all college benefits. I confidently hope that, with clearer information as to a college career, the lists of candidates will increase. We must look to larger lists and greater power of choice for an increased average ability in our scholars. Nor will this, if obtained, be the only advantage of a wider competition for our scholarships. The efforts made, and the knowledge acquired by the unsuccessful competitors, are the indirect but not unimportant advantages of a wide and well-arranged competitive system.

5. *Points to be noticed in extending the competition.*—The difficulties which have presented themselves in the practical working of this plan have been made known to you and obviated. With that further extension of the competition which has been notified, it will be perhaps necessary to demand stricter tests of age and previous good conduct, and to enforce the actual conditions of acceptance by the candidate. I have before had the honour of drawing your attention to the readiness evinced by some of our students to exchange a course, long and even laboriously followed, for an appointment of insignificant pay and importance. I have attributed this (and I think justly) to the loose and wavering purpose with which the college course was originally entered on. The evil has occasionally assumed magnitude, and has always, as in the present year, sufficed to diminish the numbers with which we had commenced it.

Precautions already adopted.—I am glad to acknowledge the appearance of the new scholarship rules, which promise to put an end to this evil by necessitating a more careful preconsideration on the part of the student, and exacting subsequent consistency.

6. *Caution money.*—It should be remembered that in all universities there prevails a practice of paying caution money, or depositing some substantial pledge of fixity of purpose. A still

stricter and more personal warrant might therefore, with precedent, be taken for the close and undivided industry of our collegians. I confess myself to be of opinion that our value in native estimation will rise with our inaccessibility and exclusiveness; and I am hopeful enough of future appreciation to desire to narrow rather than to widen our gates of approach. This subject will, however, receive your attention in larger connection than with the college upon which I am reporting. It is sufficient for the present to repeat my opinion, that the rules lately promulgated are to the point, and will have an excellent effect.

7. *Table A.* Contrasted college lists for* 1858-59.—I have the honour to refer you to the Tables* which accompany this report for the general statistics of the college. They are exact and complete, and are arranged in the order of the index* which precedes this paper. A very marked increase will be perceived in contrasting (Table A) the college roll of April 1858 with that of the present year. It must also be distinctly remembered that the roll for April represents the actual numbers of the college after the waste of the year, so that a large margin must be allowed for students who, under the laxity of old rules, have fallen off. We may for the future, I think, accept 50 (fifty) as the average maintained attendance at the college lectures.

8. *Tables B and C.* Statement of college lectures.*—Table B represents as nearly as possible the programme of college lectures by the principal and professors, as given during the Michaelmas term. Table C exhibits those delivered during the Christmas and Easter terms. The work has been equally divided, and it will be seen that four hours of active collegiate labour has been undertaken daily by the professors. I need not speak of the extraneous business of the college; but I should be disappointed if this were not received as evidence of loyalty to the college on the part of those who serve it. The same endeavours have been sustained throughout the year, and we entertain a warranted conviction that the results of our labours will not be unapparent.

9. *Table D. List of students, showing native places.*—In a Table marked D, and annexed to this report, I have given a list of the students now on the college books, with the intention of showing the large proportion borne by men from provincial schools.

10. *College discipline.*—The discipline of the college remains

* Not printed.

excellent. No occasion of marked misconduct has arisen during the year; in fact I should hail the disappearance of an apathetic gentleness, which extends to mind as well as manner, and makes the tutor's work as difficult as the censor's is light.

11. *Fines, &c.*—Regularity of attendance has been enforced, and unpermitted absence punished by a system of light fines. The "fine fund" for the year is shown in Table E. I have every reason to be satisfied with the certainty and efficacy of this plan, which has now received the confirmation of a year's practice.

12. *Library fund and library.*—The sum accruing from the college fines is paid to the "library fund." During the past year I have given much attention to the college library, which should be not the least important or useful agent in it. A code of rules has been issued, and a simple but complete plan adopted with regard to the issue of books, which renders the library to the fullest extent available. It is open to the students for five hours daily after college duties, and pens and papers are supplied under judicious restrictions. Nearly four hundred volumes have been added during the past year, and a further addition to the extent of Rs. 1,000 will shortly be made by the permitted expenditure of certain college funds. A register is kept of the daily attendance by printed tickets, which record all periods of study exceeding two hours. It will be seen therefore from Table F, which presents the aggregate number of tickets thus received, how ample a use has been made of these facilities. More than three thousand hours of registered study have followed upon the opening of the library as a place of study, and attendance at present is mainly confined to the college students. I am personally persuaded that the results of this effort are already visible in an increased command of and acquaintance with the English language; and I look to see the report of the examiners confirming my anticipations.

13. *Paper work.*—Besides the subjects written down in Tables B and C, the college classes have been largely exercised in translations from and into the vernacular, with essays, analyses, and paraphrases. I have reason to hope that the paper work thus gone through will also have its evidence in the improved style of our senior scholarship candidates. To look for English scholarship and accuracy in the work of an Indian student is an anachronism pardonable only to those who ignore the element of time, and are incapable of discerning the broad distinctions of national genius.

14. *Extra lectures.*—In addition to the daily work of the college, lectures have been delivered since March 1859 on four afternoons of the week. The undermentioned subjects were chosen by the gentlemen whose names are appended to them :—

Mondays.—On general geography ; the Principal.
Tuesdays.—
Wednesdays.—Astronomy ; Mr. Keru Lukshma .
Thursdays.—The models and apparatus in the college library ; Professor McDougall.
Fridays.—General history ; Professor Green.

15. *The college students.*—The good conduct and the studious habits of some of our students have enabled me to renew the permission to reside within the walls, which had been withdrawn.

In-college students.—Three rooms have been prepared for the accommodation of the Dhoolia, Sattara, and Poona men respectively, who are thereby enabled to study at night,—a thing almost impossible in a Hindoo house. The lamp provided by the college, and a secure receptacle for their books and property, have rendered this a boon eagerly sought for. Table G presents a list of these in-college students. Strict rules are in force to ensure their early entrance into college at night, and the propriety of their behaviour within the walls.

16. *Literary work of the year.*—The college has not lost ground during the year, as an active literary centre. Several useful educational works have been employing the leisure time of those engaged in it. A very cheap and complete Sanscrit grammar will shortly appear, edited by one of our Pundits. A translation of a very curious Sanscrit work is also in the hands of others. I have myself produced, at your desire, during the year, a "Translation of the second book of Herodotus, with Notes and Map." A new edition of the "Sanscrit Hitopdesh," with Vocabulary and other aids, and a "Manual for Teachers," intended to familiarize our native schoolmasters with the modern system and methods of education.

17. *Paying students.*—It will be observed from the contrasted rolls (Table A), that some increase has taken place in the number of our paying students. The limit however prescribed by your memo. No. 746, of May 1857, is not yet reached, and I confess I shall be dissatisfied until the applicants far exceed the allowed admissions. It is exceedingly important to have representatives of

native wealth and position in the college, and the question of holding out further inducements to this end deserves your consideration.

18. *College Staff.*—The college strength remains nearly the same as that reported in 1858. The contemplated addition of Duxina Fellows will recruit a somewhat over-tasked staff. I avail myself of this opportunity to express my great obligations to my professors, Messrs. McDougall and Green, who have given me the most friendly and cordial assistance. I cannot discharge the personal debt due to their courtesy and kindness by this acknowledgment, but it will serve to record my sense of their valuable and ever-ready exertions.

19. *Principal's office.*—Besides the educational business of the college, a large and varied correspondence, carried on by the principal's office, and intricate financial accounts in connection with the establishment and the library, have to be supervised. I shall take leave therefore to bring again to your notice the name of my clerk, Mr. Gopal Punt Purundhary, as a most useful and deserving officer, and to express my recognition of the good services of the Karkoon and librarian of the college.

20. *Conclusion.*—In conclusion, I have the honour to convey to you my general satisfaction with the progress made during the collegiate year. I do not expect, and I scarcely desire, an extraordinary advancement; but what is now achieved, and in course of achievement, must be always regarded as directly leading to future and fairer results. The year may be characterized as one of *regular work*. The college course will receive complete consolidation when the first final examination for degrees shall have been held; until then it is not altogether easy to arrange the gradation of study nor to classify the students by the years passed in the college.

College School.

Interruption of supervision.—I am unable to report in detail upon this division of the college, because, although my authority has been constantly exercised in all that regards its control during the year, the government which has intervened has been interrupted and undefined.

2. *Roll of scholars.*—Although the school has not escaped the ill effects of an uncertain rule, I have no real decadence to regret. The number of paying scholars (*vide* Table I.) at present is the same with that registered in April of last year, while the diminution in the roll of free students is due to the useful order prescribing a regular proportion of these.

3. *Satisfactory prospects.*—There are many causes which induce me to regard this result as satisfactory. We are opening up a larger field at each quarterly examination, and the school is growing into consideration as the centre of the district, and a direct avenue to the college.

4. *Change of books for school series.*—During the year a clean sweep has been made of the ill-adapted school manuals in former use, and a graduated series of school-books, being those issued by the Irish Society, is in general use. Some other little works, of elementary character, issued by your department, supplement and complete the new series.

5. *School library.*—I have been able to lay the foundations of a school library, by drafting out of the college book-cases such duplicate volumes as were fitted for the purpose. I devote the school fines to the augmentation of this stock, and hope eventually to see a suitable and extensive little school library in active and useful existence.

6. *Native teachers, &c.*—I have the pleasure of expressing much satisfaction with the general fidelity and regularity of the native masters. Some changes have occurred in their ranks, which will be shown in the statement of the college school staff annexed to this paper. I have taken the opportunity to fill one or two lower desks by the appointment of former college students, and I look to have good results from their exertions. I have had the honour to mention, in a previous report, the name of Mr. M. Roonan, master of the junior division, and I beg leave to express anew my sense of his continued exertions.

7. *Tables of daily work.*—The table exhibiting the school hours will show that the quantity of daily work has not been relaxed, and I am very hopeful that its quality has much improved. A system of tri-weekly examinations which I have introduced, promises, when thoroughly understood and carried out, to prove a useful periodical test of real progress.

8. *Supply of books, maps, &c.*—No want is more urgently felt in all departments of the college than a prompter system of supply as regards books, maps, &c. The stores of the central depôt are meagre in the extreme, and an addition is seldom made to them. The European catalogues teem with publications of the greatest use and interest to Indian school-boys, but there is no present way to get at them short of six months' delay.

Normal School.

Superintendent's report.—The report of the superintendent of this branch of the college is annexed, and will supply all required information upon its history for the past year.

2. *Difficulties in sustaining the distinctive character of the school.*—Until we draw our scholars from a wider field, and can thus afford to raise the standard of admission, the normal school cannot of course rise to the thorough working out of its "norma." The candidates at present received are of necessity uninstructed and have to learn to know, whereas by the title of the school they should be learning to teach.

3. *Intended and possible reform.*—I have every reason to believe that it will soon be possible to alter this. As a preparatory measure, I have read two papers this term before the normal students on the true nature of education and "the functions of a normal school;" and if time is given me, I hope, for the future, to blend actual practice in the act of teaching with that acquisition of its material which at present occupies, of necessity, the time and thoughts of the students.

4. *Supply of schoolmasters.*—Meantime the normal school is faithful to its duty of supplying schoolmasters. It is freely drawn upon, almost too freely to leave a sufficient period for the requisite preparation of those sent out. This evil will correct itself as other institutions come into working. The status of village masters, and the importance of raising them, by salary and acquirements, to their proper village dignity, will doubtless form a subject of your consideration; and it is my hope, and will be my endeavour, that our normal school shall keep pace internally with what is done for it externally.

5. *Tables, &c.*—The tables annexed, and the report alluded to, exhaust all the information to be imparted. The fact of a present diminution in numbers is due solely to the circumstance, that the examination for filling up vacant stipendships has been deferred till next term.

6. *Superintendent and native masters.*—In reporting upon this division of the institution over which I have the honour to preside, it would be an unjust omission not to mention the name of its superintendent, Mr. Keru Lukshman, who has continued to discharge his duties with the same zeal and good sense which I before brought to your notice. I desire also to make my acknowledg-

ments to Mr. Raojee Shastri Gorboley, for much intelligent assistance in the college, and to express generally my obligations to the other teachers and masters.

7. The reports from the superintendents of Sanscrit and of the normal school will be found below in original. I have the honour to draw your special attention to the vitality and promise of the little branch schools, which are now four in number. They originated in my desire to utilize the normal school. They have acquired a separate interest, and deserve, as I submit, the official recognition of a supervision of the inspector.

I have the honour to be,
Sir,
Your most obedient Servant,
(Signed) EDWIN ARNOLD, M.A.
Principal of the Poona College.

Poona College, 14th May 1859.

To E. ARNOLD, Esq.,
Principal of the Poona College, Poona.

SIR,—I have much pleasure in again making my annual report on the progress and moral conduct of the students under my immediate superintendence. The classes to which I imparted mathematical instruction during the last year were three in number. The youngest class consisted of twenty, many of whom evinced no small taste for mathematical investigation. I may mention here that there were about ten young men belonging to the class, who, if they persevere for another year or two with the same industry and assiduity which they have hitherto shown, will be mathematicians fit to compete with any within the range of my acquaintance. It might be somewhat out of place for me to particularise, and therefore I will refrain from doing so. I commenced the first term with Euclid. We went over carefully, and I hope with considerable profit to the majority of the class, the first six books of Euclid, supplementing the different books as we progressed with a great variety of deductions. Algebra also, *pari passu*, was somewhat extensively considered. I shall here enumerate some of the branches of this most useful division of pure mathematics to which the

attention of the class was directed. We commenced with the most elementary principles, and went on from one branch to another, until we mastered quadratic equations. The progressions were carefully studied, then binomial theorem, the exponential theorem, and, lastly, permutations and combinations. A great many examples under each division of the subject were given to the students to be solved during their private hours of study and then to be given in to me in writing. I have always been of opinion that the native mind is much more synthetical than analytical. Still, on the whole, I have much reason to be satisfied with the progress made by the young men in this branch of pure science.

Trigonometry fell next in regular course to be considered. We first demonstrated all the propositions for finding the areas of triangles (from certain data) geometrically. The attention of the class was afterwards directed to analytical trigonometry. We first proved the all-important formula, $\sin (A + B) = \sin A \cos B + \cos A \sin B$. Having done this, we afterwards deduced from it every formula of any consequence whatever. For the purpose of easier recollection we grouped the formulas into families, marking each family one, two, three, &c. We finished this part of our course by applying the formulas already investigated to the solution of a great variety of problems in the measurement of heights and distances. Many of the young men apparently took much interest in the practical applications of our analytical formulas. We finished our course by partially considering analytical geometry. We determined the position of a point in a plane, the equations to a straight line, to a straight line passing through a given point and passing through two given points. We afterwards investigated the analytical expression for the distance of two points situated in the same plane, and a variety of other equations with reference to the straight line. We concluded by finding the equations to the circle and the three conic sections. The subject, not being nearly exhausted, shall be resumed at the commencement of next term. I again repeat that I have had almost invariably much reason to be satisfied with the progress and moral conduct of the class. My second class consisted of twelve, at the commencement of our first term in June. We very carefully revised, and, where occasion required it, supplemented all the subjects which already have been enumerated in my report on the studies of the third class. We continued the subject of analytical geometry to the transformation of co-ordinates, the passing from

a system of rectangular to a system of oblique axes, the equations to the circle when the axes are oblique, some properties of the parabola deduced from the tangent. We next investigated the equation to a tangent at any point of an ellipse, and afterwards found the values of the subtangent, normal, subnormal, &c. Without entering more into detail, and therefore running the risk of becoming tedious, I shall at once say that every other useful investigation connected with analytical geometry of two and three dimensions was profitably pursued by the class. The next subject which was taken up by the class was the differential calculus. The first principles of the science fell naturally first to be considered, then the differentiation of functions of one variable; transcendental functions, including logarithmic, exponential and trigonometrical, direct and inverse functions. We began part second of the science with successive differentiation, giving many illustrations of the process. We then investigated MacLaurin's and Taylor's theorems, and proved the extent to which they were true by applying them to the development of exponential and trigonometrical functions. Maxima and minima were also treated of at considerable length. I turned the attention of the students to many other branches of the science, all of which I considered necessary for enabling them to read treatises on the mixed sciences. During a considerable portion of last term the class had its attention turned to the science of optics. We commenced with the nature and properties of light, definition of a ray of light, laws of reflection and laws of refraction. The class was afterwards led to the consideration of the reflection of rays at plane and spherical surfaces. Lastly, we dwelt for some time on images formed by reflection. This most beautiful and interesting branch of mixed science we intend prosecuting at great length during next term. This class, on the whole, has advanced in mathematical knowledge, much to my satisfaction. The first mathematical class consisted nominally of twelve, but in reality there were only eight working men. We carefully revised all the subjects contained in my report of the second class. This having been done much to my satisfaction, the students were introduced to the consideration of mixed mathematics. The class began with mechanics. Mechanics in its general acceptation was first carefully defined; then, force; lastly, linear measure of force. Mechanics was treated of under two distinct branches, statics and dynamics. We shall only enumerate the subjects touched upon under each division generally,

otherwise my report would become unnecessarily long. The attention of the class was first directed to the equilibrium of a point; in other words, the composition and resolution of forces. We afterwards considered the equilibrium of a solid body. While on this subject we were led to dwell at considerable length on the laws of equilibrium of the five mechanical powers. A number of practical examples were prescribed to the class, illustrative of the mathematical results to which we had arrived. Dynamics, under this division of the subject we first considered the rectilinear motion of a free point, involving the following details,—inertia,—equations of uniform motion,—expression for the velocity in variable motion,—expression for the force when constant,—expression for the force when variable,—the force of gravity,—examples on the vertical motion of heavy bodies,—on the motion of bodies along inclined planes,—examples of this motion, &c. We secondly considered the theory of curvilinear motion. While at this part of our course we principally confined ourselves to the consideration of the simple pendulum. We investigated the formulas concerned in the theory of the pendulum, determined the time of oscillation in a circular pendulum, &c. Lastly we inquired into the theory of the motion of a solid body. This division of our subject necessarily compelled us to consider the collision of bodies, direct impact of inelastic bodies, direct impact of elastic bodies and oblique impact. I from time to time prescribed a considerable number of miscellaneous dynamical problems to be solved by the students during their hours of private study. Having still a considerable portion of time unexhausted before the end of our last term, I considered that it could not be more profitably employed than in reading certain portions of Newton's Principia. Our previous studies prepared us in a good measure for such an undertaking. The class has in consequence studied the first three sections of that immortal work, and that too with much advantage, I should sincerely hope. The conduct of the class has on the whole met with my approbation.

I have the honour to be,
Sir,
Your most obedient Servant,
(Signed) JAMES MCDOUGALL,
Professor of Mathematics and Natural Philosophy.

Poona College, 2nd May 1859.

To Edwin Arnold, Esq.,
Principal of the Poona College.

Sir,—I have the honour to submit to you my report on the Poona College during the year, May 1858 to May 1859.

During that time I have taken with the students the following subjects:—with the first class, Macaulay's Essays, Dryden's works (selections in Cyclopædia), Milton's Minor Poems, the Ancient History of Greece down to the close of the Peloponnesian war, using Taylor's Manual as a text-book.

With the second class, Pope's Essay on Criticism and Rape of the Lock; Annals of England, vol. i.; Butler's Analogy and Sermons; Logic; Cowper's Task, book 5; Hughes's Physical Geography.

For the third class, Trench's English Past and Present; Herodotus, book II.; Logic; Goldsmith's Traveller and Deserted Village; Paradise Lost, book I.

As regards the above subjects, I may observe that a purer taste and more approach to æsthetical perception in poetry than I could have formerly anticipated, seems forming among the more advanced students.

This, *à priori* most unlikely result, is surely one among many arguments against discontinuing a study merely from its supposed unsuitability to the mind of the learner.

Some of the text-books mentioned, it will be observed, are very brief, requiring much supplementing and elucidation from the teacher; such, for example, as the Annals of England. This is more especially useful with Indian students, as tending to impress on them the need of thoughtful study and comparison of authorities, instead of that reliance on mere memory to which they are so unhappily addicted.

Butler's writings I have found extremely advantageous for teaching. The closeness and caution of the arguments form an admirable discipline; and both the Sermons and Analogy seem to be well understood by the more advanced.

In comparing the different classes, I cannot but notice with regret the apathy and want of interest apparent among too many of the first class. It would seem as if, towards the close of their college course, they ceased to take any interest in it.

The third class, on their entrance into the college, were in a very rough and unsatisfactory state, but are now much improved, and most of them give evidence of praiseworthy diligence and industry

to advance themselves. I have been especially struck with those students coming from Dhoolia, who appear to have had the advantage of an excellent master.

I have the honour to be,

Sir,

Your most obedient Servant,

VALENTINE GREEN,

Acting Professor of English Literature, Poona College.

Poona College, 14th May 1859.

No. 2 OF 1859.

To E. ARNOLD, Esq., M.A.
Principal, Poona College.

SIR,—I have the honour to submit the annual report on the Sanscrit studies carried on by different classes in the Poona College, Poona College school, and the Poona normal school.

2. There are altogether about nineteen classes in all the three institutions: three being in the college, eleven in the college school, and five in the normal school. All these classes learn Sanscrit, though they do not devote the same amount of time to that branch of study. The college classes, the candidate class, and the two senior classes in the Poona College school, devote three hours to Sanscrit every week; the first and second classes in the junior division give two hours; while all the lower classes only one hour. But the normal students, who have to study Murathee more critically and with greater care and attention, are required to devote more of their time to Sanscrit, without a fair knowledge of which Murathee cannot be studied with any great success. All the five classes in the Poona normal school, therefore, give an hour a day to the study of Sanscrit.

3. There are at present five teachers available to impart instruction in Sanscrit to the students of the three institutions; two more having been added in the early part of the commencement of this official year. There is also one superintendent, who, in addition to the general supervision of all Sanscrit and vernacular classes,

employs a considerable portion of his time in the actual work of teaching Sanscrit and vernacular to the highest classes in the three institutions. Most of these five teachers also are required to teach vernacular for an hour or so every day. Besides this, four of them are engaged by orders of the principal, for one or two hours, in the work of translating a Sanscrit work into Murathee. It will thus be perceived that the time of the Sanscrit teachers is fully occupied, each teacher working five or six hours a day.

4. The books that are used as text-books are the same as during the last year: the Rupawulee, and First and Second Sanscrit Readers, and the Hitopadesh. The last work has been lately completely revised and edited by the learned principal, who has also appended to it a valuable analytical vocabulary in English and a list of equivalent Murathee vocables. This new edition must be regarded by Sanscrit students and teachers as a great boon. It will afford an immense help to the former in acquiring, and to the latter in communicating, the highly useful knowledge of that beautiful and ancient language of India. The slight defects in the First and Second Sanscrit Readers now in use in Sanscrit classes have been noticed in my last annual report, and I trust they will be removed in their next edition. I noticed also in my last annual report a great want of a good elementary Sanscrit grammar in Murathee. This want will, to some extent, be supplied by a small work on the subject which has been prepared under direction of the principal, and which is now in the press.

5. The first college class receives from me five lessons a week, three in Sanscrit and two in vernacular. We have read two parts of Hitopadesh in Sanscrit, and in Murathee the whole of Nulopakhian by Rugoonath, and some portions of Moropunt from "Selections from the Murathee Poets."

6. The second college class is at present under the tuition of Mr. Rowjee Shastree Gurboley, who has read with it about fifty pages of the Hitopadesh, Bombay edition, and in Murathee some portions of Moropunt from "Selections from the Murathee Poets."

7. The third college class also attends Mr. Rowjee Shastree for Sanscrit and vernacular. This class has learned only about twenty pages of the Second Sanscrit Reader, and has read the whole of Venisuwhar Natuk in Murathee. This class is not certainly as much advanced in Sanscrit as might be expected from its position; it knows less Sanscrit than that by the candidate class. But this

arises from the fact that a large number of students of this class have been admitted from schools where Sanscrit was not taught at all; and that the teacher, for the convenience of the whole class, was obliged to commence from the very beginning.

8. The candidate class has read about a hundred pages of the Second Sanscrit Reader in Sanscrit, and about as many pages of a Murathee work called Vayvavurun. The students were occasionally called upon to explain easy Murathee verses from the Nuwuneet, or Selections from the Murathee Poets. Exercises in translation from English into Murathee were also frequently required from this class.

9. The first and second classes in the senior division are taught respectively by Mr. Narayen Shastree and Mr. Rugoonath Shastree. The first class has learnt more than half of the Second Sanscrit Reader, and the second about fifteen pages of the same book and the whole of the First Sanscrit Reader.

10. The first and second classes in the junior division have also finished the whole of the Sanscrit Reader, and have commenced the Second Reader. These classes receive two lessons a week in Sanscrit.

11. The remaining lower classes in the junior division give only one hour to Sanscrit during a week. The higher of these classes have learnt a portion of the First Sanscrit Reader, while those that have been more recently formed are learning only Rupawulee, or declensions of nouns.

12. In the normal school there are five classes. The first class attends some five hours a week for Sanscrit. The students have read the whole of Hitopadesh. They have frequently written translations from Sanscrit into Murathee, and sometimes into English. They are occasionally required to write short exercises in Sanscrit also.

13. The second class is under Gopall Shastree for Sanscrit. This class has learnt nearly the whole of the Second Sanscrit Reader.

14. The third class is also taught by Mr. Gopall Shastree. The students have read as far as thirty pages of the Second Sanscrit Reader, and the whole of the First Reader.

15. The fourth class is under Mr. Krishn Shastree Vijapoorkur, and has finished the First Sanscrit Reader and has commenced the second one.

16. The fifth class has been formed only some months ago. It is under Mr. Rugoonath Shastree, and has finished the Rupawulee and just commenced the First Sanscrit Reader.

17. Considering that the Murathee Sanscrit students have no Sanscrit and Murathee dictionaries, or Sanscrit grammar, in the Murathee language to consult, helps of immense utility in the acquisition of a language, and considering also the portion of the time they have had to devote to this branch of the study together with the intricate and difficult construction of the Sanscrit language itself, the amount of progress stated above will, I trust, be regarded as satisfactory.

I have the honour to be,
Sir,
Your most obedient Servant,

(Signed) KRISHNA SHASTREE CHIPLOONKUR,
Officiating Superintendent Sanscrit Studies.

27th April 1859.

To E. ARNOLD, Esq.,
Principal, Poona College.

SIR,—I have the honour to submit the following report on the state and progress of the normal school during the official year ending with the 30th of April 1859.

The number of stipendiary students borne on the catalogue at the end of this month is 38; of these there are,—8 in the first class, 10 in the second class, 10 in the third class, 5 in the fourth class, 5 in the fifth class.

Twelve scholarships are now vacant; and these, it is hoped, will be filled in June next.

The following students have left the normal school either as schoolmasters or otherwise during the year:—

Gunesh Jayram Vaidya, as teacher of a vernacular school in Bombay.

Moro Ballal Dhorup, as an assistant teacher, English school, Belgaum.

Gunesh Dinker Ranadey, as an assistant teacher, Poona College school.

Sopana Thakoor was allowed to resign his scholarship.

Venkut Rungo, as an assistant teacher, Poona College school.

Wasoodew Anunt, as a signaller, Railway Company.

Kisunsing, as a signaller, Railway Company.

Ramchundra Venayek Velunker, as an assistant teacher, English school, Belgaum.

Balajee Gungadher, as a master of vernacular school, Joo, Tanna Collectorate.

Wassoodew Kolutker, deserted.

Rama Shintray, deserted.

Five more appointments have taken place, but the names of students who have accepted these appointments are still borne on our catalogues, as no report has been received from them of their having reached their places of destination. They have to assume charge of their respective schools by the 1st of May. These are:—

Wital Godboley, Shahada, Khandeish.
Shitaram Kanherey, Ravery, „
Haree Mahdew, Bodad, „
Gunesh Baput, Chopda, „
Gopall Shastree, Shunkeshwur, Belgaum.

So heavy a call on the school requires that it should always be kept in an efficient and full state.

Following are the names of newly admitted students during the year :—

Ramkrishna Haree,
Dhondo Shreedher,
Venayek Balkrishna,
Shunker Waman,
Prullad Nurher,
Withul Sakaram,
Luxooman Putuverdhun,
Moro Balkrishna.

Studies, &c.—Some time before arrival of the present principal of the Poona College it was not the opinion of the superintending authorities that much knowledge of English was required in the normal students, and consequently a very small portion of time only was given to the study of English, while English penmanship was entirely optional with them. When Mr. Arnold assumed superintendence of the normal school, he at once saw the importance of a

fair knowledge of English in a future schoolmaster of even a vernacular school, and consequently ordered that more attention should be paid to English and English penmanship. In consequence of this change the normal students now devote two hours to the study of English, and one hour to English writing.

Most of the present normal masters were appointed when the knowledge of English was not considered as an essential requisite in a normal teacher. When, therefore, the change just now mentioned was introduced into the studies of the normal school, most of the teachers found it rather difficult to discharge the new duty required from them, namely, regular teaching of English to their several classes. It may be said to their credit, however, that they have been diligently exerting themselves, and fulfilling their duty as English teachers with considerable success.

During the months of November and December last the normal students devoted some hours to map-drawing, in order, as it were, to instil in their minds forms of different countries in the world. Two of these, namely, Venayek Balkrishna and Ramchundra Datar, showed an aptitude in this branch, and they have, by order of the principal, designed a large map of the Konkan and Deccan, showing the positions of different schools under Government.

In order to employ, with the greatest possible advantage, the liberal staff Government have so kindly attached to this school, the students were required to work eight hours daily, that is, two hours more than the students of the Poona College school.

Some of the students, as well as teachers, are also employed, by order of the principal, in the work of translating small English works into Murathee.

A programme of the studies at present pursued in the normal school in different classes is given in the Appendix B.

For upwards of a year, at one time, no normal student was sent out as a schoolmaster, nor was he allowed to resign his scholarship to get any other situation. This state of things had rather an unfavourable effect upon the industry of normal students, and also on the inclination of the outsiders to come into the school. During this period we were therefore compelled to take in young men of rather inferior abilities, and of acquirements much below our standard. Thus we have at present a few men in the institution, who, in my opinion, are are not capable of making any great progress, however long they may remain in the school. I have, however, much plea-

sure to state that the school is at present fairly out of that stationary state, as is testified by so great a number going out either as schoolmasters, or otherwise usefully employing themselves in other departments.

In our next admission we hope to be able to get young men of greater promise into our school. In conclusion I beg to state that, in my opinion, the master and assistants in the normal school have done their duty to the best of their ability, and they have given me full satisfaction.

I have the honour to be,
Sir,
Your most obedient Servant,
(Signed) KERU LUXUMAN C.,
In charge, Normal School.

Poona, 28th April 1859.

APPENDIX A.

NORMAL SCHOOL.

Keru Luxuman C.....	Superintendent.
Purshurampunt Yogee	Head Master.
Anna Suhusrabudhey	Assistant Master.
Vishnupunt Tamhunker.....	,,
Luxuman Joshee	,,
Wassoodew Bhicajee	,,
Krishna Shastree Godboley	,,

BRANCH SCHOOLS.

Purmeshwur Deodher	Rastia's Peth.
Kashinath Natoo	Sudder Bazar Camp.
Ramchundra Patunker	Sadashew Peth.
Venayek Narayen	Budwar Peth.

APPENDIX B.

Programme of Studies of the School.

Class 1st.

English :—Fifth Reading Irish Series, from cover to cover.

History:—General history,—ancient and modern; Rome, Greece, Egypt, Carthage, India, chapters 6 to 11 (inclusive). Murray's English History. The Mahomedan Conquests. The Crusades and Consequences. Inventions and Discoveries, Maritime Discoveries and Progress of Commerce. The American War.

Grammar :—McCulloch's, whole.

Geography :—General Geography of the four quarters and particularly of India. Map drawing. Skeleton maps of India and England.

Mathematics :—Plane and spherical Trigonometry.

Vernacular :—Venisanhar.

Sanscrit :—Laghuhitopdesha, whole.

Class 2nd.

English :—Irish Third Reading, from pages 100 to 162; parsing and dictation.

History :—Marshman's History of India, chapter 1st.

Mathematics :—Algebra, as far as Simple and Quadratic Equations, and Geometry, four books of Euclid.

Sanscrit :—Second book, pages from 50 to 100.

Vernacular :—Bhugol Khugol, translated by Mahadew Shastree Pooranic, 5 chapters, for reading and parsing.

Geography :—General description of the four quarters of the globe, and particularly of India.

Class 3rd.

English :—Irish Second Reading Book, the whole.

Grammar :—Reid's Grammar, 10 pages.

Geography :—Four quarters, and particularly geography of India.

History :—History of Maratha, vol. i. 8 chapters.

Sanscrit :—Second book, 45 pages.

Vernacular :—Life of Socrates, the whole.

Mathematics :—Three books of Euclid, and Haddon's Algebra as far as quadratic equations.

Class 4th.

English :—Irish Second Book, pages 35.
Vernacular :—Children's Friend, pages 180.
Mathematics :—1st book of Euclid, 35 propositions.
History :—Catechism of Maharastra, 5 pages.
Geography :—Asia and Europe, from Reid's.
Night study :—First book of English poetry, and selections from other books.
Sanscrit :—First Book, whole.

Class 5th.

English :—English Primer, whole; and Howard's Second Book, 16 lessons.
History :—Catechism of Maratha History, first part, except Appendix.
Mathematics :—Haddon's Algebra, 2 chapters.
Geography :—Translation of Reid's, 2 chapters.
Vernacular :—Children's Friend.
Night Study :—First book of English poetry, 5 pages.

Branch Schools.

It is now more than a year since these branch schools have been opened, and they all appear to thrive well. They are opened in different parts of the city, so that young men willing to get a preliminary instruction before entering into the college school have not to step far from their homes.

The schoolmaster is a student from the normal class, and is therefore able to teach not only what is taught in the Government vernacular and other indigenous schools, but something more. He could also give them an elementary knowledge of English, so that they find no difficulty in getting entrance into the college school.

The master, in addition to his pay as a normal student, gets all the school-fees paid in by the boys, so that his income comes to be nearly equal to that of an efficient schoolmaster of a Government school. Thus we have four more schools established in the city, without any further demand on the Government money.

And it is a fact worthy of notice that all the students of the

branch school willingly pay to their masters a monthly fee, varying from two annas to a rupee, according to their ability to pay. A greater number, however, pay only a four-anna fee.

The branch schools have sent in, from time to time, paying students to the college school. The following is a short summary of the state in which they are found at present:—

Branch School No. 1, *Sadashive Peth.*

Ramchandra Pafunker, master. No. of pupils on the catalogue, 42; general attendance, 32.

Statement.—The school is divided into four classes. Students of the lowest class write on dust-boards, and are mere beginners. Ages between 5 and 8 years. Studies of the highest class are,—fractions; general geography; Esop's Fables for vernacular reading; and Howard's First Primer for English study. Average age, 15 years.

Branch School No. 2, *Budwar Peth.*

Vinayek Narayen Kanharker, master. No. of pupils on the catalogue, 26; general attendance, 20.

Statement.—This school is also divided into four classes. The lowest class, like those of other schools, write on dust-boards; but the studies of the first class are,—evolution; general geography; Esop's Fables for vernacular reading; and Howard's Second Reader (just begun). Average age of students in the last class is 7, and in the first 15 years.

Branch School No. 3, *Rastia's Peth.*

Permeshwer Vinayek Deodher, master. No. of pupils on the catalogue, 35; general attendance, 30.

Statement.—The school is divided into four classes, like the preceding schools; and the progression of studies is also of a similar description; but no geography is taught.

Branch School No. 4, *Sudder Bazar Camp.*

Kashinath Natoo, master. No. of pupils on the catalogue, 53; general attendance, 45.

Statement.—This school is also divided into five classes. The lowest class exercise on the dust-board. Studies of the first class are,—rule of three; catechism of grammar in Murathee; Niti Durpan for reading book in vernacular. No English nor geography

is taught. Some of the students of the first class, however, learn privately a little of English with the master. Average age, 12 or 13 years.

In my visits to these different schools I was struck with the neatness, arrangement of the classes, and the tidy and smart looks of the boys in No. 1 school when under the management of Gunesh Baput, who is since appointed schoolmaster of a Government vernacular school at Chopda, in Khandeish. His place is now filled by Rama Chundra Patunker, student of the normal school.

Two other masters of these branch schools, namely, Haree Mahadeo and Shitaram Kanherey, have been also appointed schoolmasters of Government vernacular schools in Khandeish, and their places have been supplied by Kashinath Natoo and Vinayek Kanerker from the normal school.

I have the honour to be,
Sir,
Your most obedient servant,
KERU LUXUMAN C.,
In charge, Normal School.

Poona, 29th April 1859.

APPENDIX [E].

PAPERS RELATING TO ANNUAL EXAMINATION OF ENGLISH SCHOOLS.

Circular No. 1612, *of* 13*th July* 1859, *from the Director of Public Instruction to the Educational Inspectors.*

SIR,—I beg to bring to your notice that the annual examination of Anglo-vernacular schools will take place on the 1st and 2nd of September (not being holidays) in this and following years.

2. There will be two sets of question papers—advanced and elementary.

Advanced.

(1.) Translation and re-translation, literal and free; questions in grammar, English and vernacular; paraphrase, in English.

(2.) Arithmetic and mathematics, to be answered in any language according to the respondent's pleasure.

(3.) General knowledge; geography, history, natural history, common facts, &c., to be answered in English.

Elementary.

(1.) Translation, literal and free, from easy English into vernacular, and from easy vernacular into English.

(2.) Arithmetic and mathematics, to be answered in any language.

(3.) General knowledge, geography, &c., to be answered in any language.

3. It will be determined by each schoolmaster how many of his pupils shall be examined, and under which of the two heads. You are requested to inform me how many sets of questions of each kind will be required for each school. They shall be forwarded direct from my office.

4. An oral examination will be held at each school by a committee to be organised by the inspector for that purpose, and which, if possible, shall contain at least one European member.

5. The local committees will record the result of their examination in Form A hereto annexed, and forward the same, together with the answers, to the divisional inspector as soon as possible.

Method of conducting the local examination.

6. The boys to be examined should be arranged at convenient tables, at such distances apart that they cannot copy from each other.

7. The questions should be opened on the morning of the day of examination by the committee, and distributed in accordance with the instructions thereon endorsed. It is particularly important that the papers should be called for and collected on the expiration of the time allowed for answering. If this rule is not strictly attended to, one school gains an unfair advantage over others.

8. The attention of the boys should be called to the directions endorsed on the papers, any violations of which will exclude the offenders' answers from consideration.

9. During the whole of the examination a trustworthy person should watch, to see that the boys do not copy from each other, or use books or notes of any kind to assist them in answering.

10. You are requested to issue instructions to the masters in your division, pointing out to them the subjects in which their pupils failed last year, and recommending them to practise their boys in ready, neat, and careful answering on paper, particularly in translation, which they will be called upon to perform both literally and freely.

11. I beg, at the same time, to suggest that you should invite the heads of private schools in your division, in which English is taught, to submit their pupils for examination at the same time with our schools. You should of course give one timely notice how many questions, and of which grade, should be forwarded to them.

12. On receipt of the answers, it will be your duty to examine them to such an extent as may enable you to compare the several schools examined, and report the result to me in anticipation of your annual report, forwarding at the same time the original answers for my inspection.

13. I wish to explain that I do not require you to make a laborious and minute inspection of the answers, as if you were going to award scholarships. A very cursory examination of the majority, with a more careful appreciation of the two or three best from each school, will suffice. Should the reports be of sufficient interest,

I propose to print them entire. A distinct reference should be made to any improvement or retrogression observable on last year's answering.

14. I wish that the machinery of this examination should be made available for the appointment and promotion of monitors on the pupil-teacher system (*vide* my letter to you No. 1476, dated 3rd September 1857). The difficulty is to arrange for judging of the candidates' skill in teaching. Probably this portion of the monitors' examination must be postponed until the inspectors or the deputy inspectors visit the schools respectively. I shall be glad to receive your views on this subject. Meanwhile, the pupil-teachers' examination must be considered as postponed to the 1st of September.

15. If you desire to modify any of the arrangements above detailed, will you have the goodness to address me on the subject without delay.

I have the honour to be, &c.,

(Signed) EDWARD I. HOWARD,
Director of Public Instruction.

FORM A.

School_____
Locality_____

E. Excellent.
G. Good.
M. Moderate.
I. Indifferent.
F. Failure.

No.	Name of Pupil.	Book read.	Remarks on articulateness, expression, comprehension of meaning, &c. Use letters E, G, M, I, or F.

APPENDIX.

ANNUAL EXAMINATION OF ANGLO-VERNACULAR SCHOOLS, 1858.

[*Senior Division.* 1*st Paper.—Wednesday,* 1*st September, Morning.*]

DIRECTIONS.

Before answering the questions fill up the following Form :—

*School*_____

*Name*_____

*Age*_____

*Race and Religion*_____

*Class in School*_____

*How long at School*_____

*State whether Fee-paying, Free, or Monitor*_____

N.B.—All your answers must be written on one sheet of French paper. No other will be looked at. Marks will be given for neatness of writing; badly written answers will not be looked at. You are recommended to make a rough draft of your answers on a slate before writing them down. They should be as brief as is consistent with clearly expressing your full meaning. This Form is to be returned with your answers.

English.

1. Write in large text the word *Perseverance ;* and in small hand, *Give honour to virtue, not to riches.*

2. Paraphrase the following lines :—

The bird *that* soars on *highest wing*
Builds on the ground *her lowly* nest;
And *she* that *doth most sweetly sing*
Sings in the shade *when* all things rest;
—— In *lark* and nightingale we see
What honour hath humility.

Parse the words in italics.

3. (*a*) Define a preposition and an adverb.
(*b*) What case may substantives govern? Give an example.

4. Write down all the plurals of the following English words :—
Index, ox, fox, sheep, penny, die, goose, wife.

5. Give examples to show the difference in the meanings of the following words :—Speak, say, tell; assert, pretend, profess; hurry, haste, speed; fearful, frightful.

6. Correct the following expressions :—

(*a*) A righteous starves, while an uncompassionate looks on.

(*b*) But greatest care ought to be taken.

(*c*) In India the arts must have been flourished from an early period.

(*d*) We should alleviate distress by contributing our mutual assistance to each other.

(*e*) There are many ways of doing this, and one of these is that of by giving alms.

(*f*) Further he went, he met with greater difficulties.

7. Write out any piece of English poetry you may remember, not exceeding ten lines; mark the scansion, name the metre and some of the principal authors who have used it. Translate the pasage into your vernacular.

8. Give an account of your private reading during the last twelve months, and a more particular account of any one book (not a class book) that you have been interested in.

Latin.

1. Decline *familia, vir, ver* and *quisque.*
2. Write out the perfect tense, indicative mood, active, of the verb *specto.*
3. Translate "Ad hæc Cæsar respondit."

[*Senior Division. 2nd Paper.—Wednesday, 1st September, Evening.*]

Mathematics.

Division I.

1. The cost of feeding 10 persons for a year is Rs. 2,460, what is that of 5 for 35 days?

2. What sum of money at 6 per cent. compound interest will produce in 7 years Rs. 76,005?

3. Find the area of a rectangular space 34 ft. 5 in. long by 21 ft. 8 in. broad. Express the result in square feet and decimals of a foot. Give also the length of the diameter.

Division II.

1. Give and prove short rules, with examples, for finding the price per seer when the price per maund is given.

2. The same for finding the amount of interest for 9 months at 16 per cent. per annum.

Division III.

1. If $\frac{a}{b} = \frac{c}{d}$, prove that $\frac{a}{c} = \frac{a \pm b}{c \pm d}$

2. Extract the 4th root of $16a^4 - 96a^3b + 216a^2b^2 - 216ab^3 + 81b^4$.

3. Find three numbers a, b, c, such that a with half of b, b with a third of c, and c with a fourth of a, shall each be 1000.

4. Divide the numbers 80 and 90 each into two parts, so that the sums of two out of the four parts so formed shall be 100, and the difference of the others 30.

Division IV.

1. What is a postulate in geometry? Give an example.

2. Define a rhombus.

3. On a given straight line describe a square.

4. Through a given point draw a straight line that shall be equally inclined to two given straight lines.

Division V.

1. Prove that $\tan A = \frac{1}{\cot A}$

2. In a right-angled triangle, given the base and the base angle, to find the perpendicular.

[*Senior Division. 3rd Paper.—Thursday, 2nd September, Morning.*]

General Knowledge.

1. Enumerate and describe generally the great divisions of the world. Give the names of the chief European navigators who discovered parts of America.

2. Name the principal oceans. In sailing from Calcutta to England what seas must we pass through? Also describe the "overland route."

3. Enumerate the chief countries in Europe, and their capital cities.

4. Mention the principal cities in India, and state under whose government they are.

5. How long has the English Government lasted in India? and what provinces have been most recently brought under it?

6. How many "Political Residents" are maintained by Government in this Presidency? and at what Native Courts?

7. Name and describe the trees and animals which are most commonly found in India.

8. What do you know about the elephant?

9. What is the difference in the use of wooden vessels and of those of metal?

10. Describe the monsoon, and state what is the cause of it.

11. What food do the inhabitants of India chiefly eat? and how do they prepare it?

12. State what you know of the commerce of India.

13. What is steam? and what is the difference between it and smoke?

[*Senior Division. 4th Paper.—Thursday, 2nd September, Evening.*]

Vernacular—Marathi.

Division I.

1. Translate the following passage into Marathi:—

The design of learning is, as I take it, either to render a man an agreeable companion to himself, and teach him to support solitude with pleasure; or, if he is not born to an estate, to supply that defect, and furnish him with the means of acquiring one. A person who applies himself to learning with the first of these views may be said to study for ornament, as he who proposes to himself the second properly studies for use. The one does it to raise himself a fortune; the other to set off that which he is already possessed of. But as far the greater part of mankind are included in the latter class, I shall only propose some methods at present for the service of such who expect to advance themselves by their learning. In order to which I shall premise, that many more estates have been acquired by little accomplishments than by extraordinary ones, those qualities which make the greatest figure in the eye of the world not being always the most useful in themselves, or the most advantageous to their owners.

2. Translate the following sentences into idiomatic Marathi:—

(*a*) I never seen him without being reminded of my brother.

(*b*) He had fever on him when I last saw him.

(*c*) He said that the Collector had offered him a situation, but he had refused it.

Division II.

1. Translate the following passage into English :—

कोणी मुलगा वस्त्रहीन, बाहेरून दिसण्यांत ओंगळ, असा आपण पाहिला, ह्मणजे त्याचो आपण अवगणना करितों, आणि त्याचे अवस्थेशीं आपली अवस्था लावून आपण मोठे मनुष्य असें मानून गर्वानें फुगतों ; कोणे वेळेस आपण त्यास कठोर वचनेंही बोलावयास सोडीत नाहीं. तर, मुला, असें जेथें दृष्टीस पडेल, तेथें उतावोळ होऊन एकाएकीं निश्चय करूं नको ; कोण जाणे तें ओंगळ शरीर थोरा जिवाचें बिऱ्हाड असेल, कीं जो जीव आपले सदाचरणानें, पुरुषार्थानें, एकादे दिवशीं विस्मया आश्चर्य करावयास लावील, किंवा आपले ज्ञानानें लोकांचें अज्ञान दूर करील. जो सांप्रत वांकडा खुंट आहे तो पुढें उत्तम फळांनीं युक्त होईल.

2. Paraphrase and translate the following lines :—

"रोगीयासी वीष तुल्य हें मिष्टान्न। तेंडासी कारण चवी नाहीं॥
तुका ह्मणे श्रद्ध नाहीं जो आपण। तया त्रिभुवन अवघें खोटें"॥

"ऐश्वर्यवंस वय आकृतिहीं समान।
स्वार्थार्थ होतिल परस्पर त्यांस मान।
मैत्री विवाह न घडे अधमोत्तमांतें।
तूं भाळलीस स्वपनंदिनि काय मातें।"

What is the Sanscrit root of विवाह ?
Mention other words derived from the same root.

3. How many Prayogs are there in Marathi grammar ? Explain what they are. State the Prayog of each of the following sentences :—

(*a*) तुह्मीं मला गोष्ट सांगितली होती.
(*b*) त्या पोरानें ह्या मुलीस मारिलें.
(*c*) तो जावा ; मी नाहीं ह्मणत नाहीं.
(*d*) त्यानें जावें, हें योग्यच आहे.
(*e*) मला मळमळतें.

4. Make the following sentences correct with respect to orthography and grammar. Do not substitute other words.

(*a*) मुले लहाणपनि अईपासुन बीघडुण मरे तोपर्यंत दूःख पावतात.
(*b*) त्याने मला मनास येईल तीतक्या शीव्या दील्या तरि मी मजकडुन आगळिक होउ देणार नाहीं.
(*c*) त्या वाइट कामाचा असे परीणाम जाहाला को त्यास अेवढि बंदीशाळा भोगणे प्राप्त झालो.
(*d*) रामा, लक्ष्मण, आणि रावजीने मला मारिले.

5. Translate the following sentences into idiomatic English :—

(*a*) केलें केलें न कलें न केलें करूं नको.

(*b*) माझा मी जाईन, पाहिजे तें तुझी करा.

(*c*) मी आलों तर येईन.

(*d*) पाणी लटलें तर नांवास देखील नाहीं.

(*e*) कोणी आला काय? नाहीं, कोणी आला नाहीं.

(*f*) झालो तर होईल.

6. What is the difference between तो पडला आहे and तो पडलेला आहे? and between तो पडला होता and तो पडलेला होता?

Division III.

Write a description of some celebrated place of worship in the part of the country you live in. Describe its neighourhood, and give a sketch of its history.

[*Senior Division. 4th Paper.—Thursday, 2nd September, Evening.*]

Vernacular—Gujarati.

Division I.

1. Translate the following passage into Gujarati :—

The design of learning is, as I take it, either to render a man an agreeable companion to himself, and teach him to support solitude with pleasure ; or, if he is not born to an estate, to supply that defect, and furnish him with the means of acquiring one. A person who applies himself to learning with the first of these views may be said to study for ornament, as he who proposes to himself the second properly studies for use. The one does it to raise himself a fortune ; the other to set off that which he is already possessed of. But as far the greater part of mankind are included in the latter class, I shall only propose some methods at present for the service of such who expect to advance themselves by their learning. In order to which I shall premise that many more estates have been acquired by little accomplishments than by extraordinary ones, those qualities which make the greatest figure in the eyes of the world not being always the most useful in themselves, or the most advantageous to their owners.

2. Translate the following sentences into idiomatic Gujarati :—

(*a*) I never seen him without being reminded of my brother,

(*b*) He had fever on him when I last saw him.

(*c*) He said that the Collector had offered him a situation, but he had declined it.

Division II.

1. Translate the following into English :—

ગોપાળ—હા બાપા, ખરી વાત, પણ હું તે દાહોડે થાક્યા વગર ત્યાંહાં સુધી પગે ચાલીને ગયો હતો કે નહીં વારૂ?

બાપ—તે ખરેજ, તે દાહોડે તું ઘણો ચાલ્યો! પણ ગાઉ ગાઉ ઉપર નિશાનીસારૂ જે પથરા દાટેલા હતા તે તે ઠેકાણે મેં તનેં થાક ખાવા સારૂ બેસાડ્યો હતો તે તનેં સાંભરતું હશેજ.

ગોપા०—ખરેજ બાપા, હું જાણુંછું કે, જેણેં તે પથરા દટાવેલા છે તેણેં તે કલ્પના ઘણી સારી કાઢી, તે ઉપરથી આપણેં કેટલા ગાઉ આવ્યા, અનેં કેટલા ગાઉ આગળ આવું જવાનું રહ્યું, એ બધું સમજાય છે.

બાપ—તો એજ પ્રમાણે કાલમાનની ગણના છે, તું તારે મ્હોંડેજ બોલ્યો કે, તે દાટેલા પથરા ઉપરથી કેટલું આવ્યા અનેં આગળ કેટલું જવાનું રહ્યું છે એ સમજાય છે, તો એનું પણ તેમજ છે, આજસુધી કાળમાન કેટલું થયું અનેં આગળ કેટલું રહ્યું એ સમજાય છે, તે અનેં એ માંન એકસરખાંજ છે, તે રસ્તે જે કંઈ બન્યું તે સઘળું કેહે એટલે તે ઉપરથી વળી એક તને દૃષ્ટાંત આપું.

2. Parse the following sentences which occur in the foregoing piece :—

પગે ચાલીનેં ગયો હતો.

મેં તનેં થાક ખાવા સારૂ બેસાડ્યો હતો તે તનેં સાંભરતું હશેજ.

અનેં કેટલા ગાઉ આગળ આવું જવાનું રહ્યું, એ બધું સમજાય છે.

તનેં દૃષ્ટાંત આપું.

Division III.

Write a description of some celebrated temple, or other building, in the part of the country you live in. Describe its neighbourhood, and give a sketch of its history.

[*Junior Division. 1st Paper.—Wednesday, 1st September, Morning.*]

English.

1. Write in large text the word *Perseverance;* in small text, *Do good to all men;* and in round hand, *All that glisters is not gold.*

2. Parse the following sentence :—
   Of all the affections which attend human life, the love of glory is the most ardent.
3. Paraphrase the following passages : —
   Few things are impossible to diligence and skill.
   The virtue of prosperity is temperance; the virtue of adversity is fortitude.
4. Correct the following :—
   (*a*) He said to me that you go quick.
   (*b*) Many horses and oxes was there.
   (*c*) What be he to we.
   (*d*) Beas make huney, and we eat it.
5. What is the past tense of each of the following verbs : —To bring, to sing, to weave, to leave, to work, to run, to sit.
6. Write a description of two of the principal public buildings of the town in which you live.

[*Junior Division. 2nd Paper.—Wednesday, 1st September, Evening.*]

Vernaeular—Gujarati.

1. Translate into English the following passage :—

કોઈ એક પુરૂષ ઘણા દિવસ મુસાફરી કરીને ઘેર આવ્યો ; તેણે દેશાવરોમાં શાં શાં કૌતુક જોયાં, તે પોતીકા ઓળખીતાઓને બનાવીને કહ્યાં, તે મળતી તેણે આ ગપ પણ ચલાવી, કે હું અલકાપુરી ગયો હતો ; તહિંના લોક પંદર પંદર હાથ છલંગો મારે છે ; પણ જારે હારી સાથે તેહેને સરત પડી, ત્યારે મ્હારી છલંગ બરાબર કોઈની છલંગ ચાલી નહીં. પાસે ઉભા હતા તેમને એ વાત ખરી લાગી નહીં ; તે જોઈને તે તેઓને પ્રમાણ પડવાસારૂ સમ સગરા ખાવા લાગ્યો. તે વારે તેઓમાંથી એક તેહેને કેહેછે, ભાઈ, તું એટલી ખટપટ શું કરવા કરે છે, હાથના કાંકણને આરશી શાને જોઈએ ! અમ્હને તે હમણાજ પ્રત્યક્ષ શા સારૂ નથી દેખાડતો ? તું એમ જાણજે કે, હું આ વખત અલકાપુરીમાંજ છું ; અને તું ત્યાંહાં કુદતો તેમ ફરીને ઈંહાં એકવાર કુદી બતાવ. પતરાજઓને તે વાત પસંદ પડી નહીં, ત્યારે તે ઝંખવાઈને છાનો રહ્યો.

2. Parse these words which occur in the above passage :—
   ઘણા દિવસ મુસાફરી કરીને ઘેર આવ્યો.
   તે પોતીકા ઓળખીતાઓને બનાવીને કહ્યાં.

તે મળતી તેણે આ ગપ પણ ચલાવી, કે હું અલકાપુરી ગયો હતો.
પાસે ઉભા હતા તેમને એ વાત ખરી લાગી નહીં.
તું એટલી ખટપટ શું કરવા કરે છે.
તું એમ જાણજે કે, હું આ વખત અલકાપુરીમાંજ છું.

3. Translate the following sentences into English :—

તમારૂં કેહેવું મને સારૂં લાગતું નથી.
જો રાજા ધનિસારી હોત તો તેની પ્રજા સુખી હોત.
તેણે મને કહ્યું કે મારા ઘરમાંથી જાઓ.
જો તે છોકરાને મારે તો મને કેહેજો.

Translate into Gujarati —

(*a*) Are your brother and sister returned?
(*b*) If you have done with this book, pray lend it to me.
(*c*) I have to finish my exercise.
(*d*) I have put my son into your hands as I wish to make something of him.

[*Junior Division. 3rd Paper.—Thursday, 2nd September, Morning.*]

General Knowledge.

1. Write down the great divisions of the world. Distinguish the old and new worlds.
2. Name the capital city of England, and describe its situation.
3. What are the chief towns in India? and where are they situated?
4. What sovereign reigned in Poona before the time of the English Government? and how long is it since the change took place?
5. How many Presidencies are there in India?
6. What Native Princes are there in this Presidency?
7. What use is made of horses in this country? and of bullocks?
8. What metals are used in India, and for what purposes?
9. What do mankind use fire for?
10. State any differences that you know to exist between Mussulmans and Parsees.
11. What kinds of grain are cultivated in the fields where you live? and what are they used for?

12. State the various uses to which the different parts of the cocoanut tree are applied.

[*Junior Division. 4th Paper.—Thursday, 2nd September, Evening.*]

Arithmetic.

1. Put into figures :—one thousand and ten; seven thousand five hundred and four; eight thousand and eighty-six.

2. Write in words :—4062, 79005, and 4602.

3. How many times would a cart-wheel 9 feet in diameter turn round in going from Poona to Ahmednuggur, distance 72 miles?

4. Find the interest due on Rs. 6840 for 5 years at 8 per cent. per annum.

5. Reduce 5000 pies to rupees.

6. I lent Narayen in January Rs. 1000-4-6; in February he paid me Rs. 60-5-0, in March Rs. 546-2-3; in April he again borrowed Rs. 554-12-6, and in June he paid Rs. 400. How much did he then own me?

7. A was born a week after the battle of Waterloo (18th June 1815), and B says that, on the 2nd September 1858, he shall be 42 years and 100 days old. Which is the older of the two? and by how much?

EXTRACT PARAGRAPHS 7 TO 13 OF A REPORT BY J. B. PEILE, ESQ., C.S., No. 1303.

Dated 28th October 1858.

7. I regret that I am unable to pass with a brief notice over the elementary points of writing and spelling. The English writing at Ahmedabad and Rajkote is superior to the rest, and may be considered decidedly good. That at Broach is indifferent, and at Kaira the boys do not distinguish between large, round, and text. But the writing of the vernacular is inferior to the English, and in the lower classes at Surat and at Broach is decidedly bad. This is important, as the acquisition of a good office-hand is highly valuable to candidates for the service of Government. I cannot say that the spelling is entirely satisfactory in any school. As this defect is most noticeable in the commmon terms of parsing and the proper names of geography, it may be presumed to arise from the neglect

of the use of the black-board in oral teaching. Such forms as the following appear to be deduced from imperfect ideas of the sound:—familine, famenen, famine, nuture, newtur, eregular, adverve, edverb, genger, cace, digree, worb, tence, now (noun), ward, objactive, possisive, qualifing, govern by (for governed by, almost universal), emphetic, singlular, persion. The mistakes in geographical names are too numerous and absurd to quote, but appear to arise from the same cause. Thus the capital of "Fran" is given as "Perish," and "Waskhodigama" and "Amerigo Wespootchij" are mentioned as American discoveries. Some inaccuracies may readily be excused in the use of a foreign tongue, but errors so many and so striking are not only a stain upon a very creditable display of geographical and grammatical information, but a serious deduction from its usefulness. When a youth of nineteen writes "collifice" when he means to express "qualifies," he has not really learnt the English language, but something else. The introduction of the system of writing every new word on the black-board at the same time that it is orally explained will, it is hoped, remedy this defect in future years. This desirable result may also be tested by occasional paper examinations.

8. The whole of the answers to the first and third papers of the senior division, and the whole of the arithmetical papers of both, have been carefully examined. Rather more than fifty per cent. of the fourth paper, senior division, and ten per cent. of the remaining third of the junior division, have been considered sufficient.

I have the honour to submit some detailed remarks on the respective papers as a ground for some general conclusions on the results of the examination.

(*a.*) *Grammar and English scholarship.*—The object of the first paper is to test knowledge of English grammar and scholarship. The parsing (except with regard to spelling, as noticed above) is good, and on the whole pretty equal in all the senior division schools. The greatest deficiency displayed is in the power of criticism, as required in distinguishing nice shades of meaning, and correcting specimens of faulty expressions (questions 5 and 6); but it is natural to expect that these would prove the most difficult questions. The boys, however, might be led to give more thought to their answers by practising them in paper examinations. Intelligence is called out in two ways: one in reproduction of poetry from memory (question 7); the other in new or original matter

(questions 2 and 8). The boys generally show in their Guzeratee version of the poetry they reproduce that they understand the meaning of the English lines, but there is a very perceptible, perhaps natural, tendency to "dog Guzeratee." Serious poetry is less open to this objection than humorous or romantic. The variety of the pieces given by the higher classes is a creditable sign of well-stored memories. In the lower classes the selection is less varied and rather irregular, "the famous history of John Gilpin" being the choice of 21 out of 58 boys at Surat. Of the new matter submitted in question 2, the transposed construction in the last two lines, "what honour hath humility," is generally misunderstood. Rajkote is a creditable exception, if the construction was grasped without help. It would, I think, be a very useful practice to dictate a piece of new poetry occasionally, to be written down and parsed in writing. Correct comprehension and spelling would both be secured. I think that considerable importance attaches to the reading of the boys out of school. General intelligence is decidedly highest at those schools where the account of the pupils' private reading (question 8) is given most freely. The Surat answers to this question are not satisfactory. The first six boys give no answers at all. The Latin questions are not answered at any school. To give an idea of the number of boys examined at each school I may mention that 58 papers were sent in from Surat, 19 from Ahmedabad, 10 from Broach, 6 from Rajkote, 7 from Deesa. The best paper of all is from Surat; average proficiency highest at Rajkote (where, however, the number is smallest); lowest at Deesa.

Junior Division.—The knowledge of ordinary English grammar shown in the first paper of the junior division is very fair. The parsing is proportionately as good as that of the senior division, and the irregular perfect tenses in question 5 are generally given with correctness. Small power of paraphrasing or of criticism (questions 3 and 4) is displayed. Deesa fails in parsing, and also totally omits the description of public buildings required in question 6. This is given very fairly at Surat and Ahmedabad. The Broach papers are the best, but it must be remarked that none are by boys below the 3rd class. The Surat papers, on the other hand, are all by boys of the 4th, 5th, and 6th classes; the Ahmedabad by boys of the 1st, 2nd, 3rd, and 4th; the Rajkote of the 1st and 2nd; the Deesa of 2nd and 3rd. The Kaira boys are all of the 1st class, and this school must therefore be ranked considerably below the others. The very best

paper is from Surat, where great varieties of merit appear even in boys of the same class. Some, as it has been remarked, are barely able to transcribe the questions, while others, of the 5th and 6th classes, furnish papers as good as those from the 1st, 2nd, and 3rd of other schools. Average merit is highest at Broach, and lowest at Deesa.

(*b.*) *Mathematics.*—The second paper of the senior division and the fourth paper of the junior division are devoted to mathematics. There are many very good papers, especially in the junior division. The Euclid at Surat and Broach is given correctly; the trigonometry is not attempted at the former, and attempted without success at the latter. These two schools exhibit the most advanced reading. The Ahmedabad and Deesa papers are mostly good, as far as they go. Rajkote fails in the senior division, as, generally speaking, either the answers are incorrect or the papers unfinished. As in the other branches, there are many merely nominal papers from Surat in the senior division and in the junior; among many very good papers, the work of the 5th and 6th classes is bad. The junior papers from Rajkote are better than the senior, and are written with that neatness and orderliness which distinguishes the school. Those from Ahmedabad are also good, but many of the upper boys belong properly to the senior division. The committee considered it unadvisable to make a different division of the boys for literature and mathematics, but some of the upper boys of the junior division were allowed to work out the senior as well as the junior papers. The arithmetic papers from Kaira are inferior to those of the other schools, especially those from the lower boys.

(*c.*) *Geography and general knowledge.*—The object of the third paper is to test knowledge of geography and general subjects. The geographical knowledge shown is generally very good. The questions however are easy, and such as would be likely to be prepared for the occasion. The description of the elephant (question 8) is generally given in a manner which shows accurate memory of previous reading, though the book from which the answers are drawn appears to follow the African rather than the Indian species. The principal failures are in the answers which draw upon the boys' personal observation rather than come under the category of school lessons. Such are the descriptions of Indian trees and animals (question 7), of the monsoon (question 10). Some creditable thought is perceptible in the Rajkote papers, but it is not supported by an

equal power of expression in correct English. The variation in the amount of book-knowledge shown is not great in the different schools. One or two of the Ahmedabad papers are better and more matured than the rest. The spelling of geographical names, already noticed, is in no school satisfactory, and in the lower half of Surat it is exceedingly bad. The lesson appears to have been imparted entirely by ear, and the labour necessary to correct the false impressions will probably be greater than that by which the knowledge was originally acquired. The number of papers from Surat is far too great; if it had been halved, the standard of proficiency would still have not been remarkably high. The average of proficiency is highest at Ahmedabad; Rajkote stands next; Surat is the lowest of all, in consequence of the very indifferent papers of the lower half of the boys. The corresponding paper in the junior division (paper 3) is generally creditably done. The geographical questions are answered better than the historical or general. The Broach papers are the best. Many from Surat are merely nominal, some of the Rajkote, and all the Deesa papers are in the vernacular.

(*d.*) *Translations.*—The fourth paper of the senior division was intended to test vernacular scholarship and convertive powers in translation. I regret to find the result less satisfactory than that of any other paper. With regard to the paper itself, I would respectfully beg to represent that the boys are not yet competent to cope with any antiquated peculiarity or pithiness of English expression. All the less obvious constructions and terms of the English passage (question 1) are generally misunderstood. Most of the versions support solitude on a material crutch, and render "estate" by "jaghir." Ornament is frequently rendered by the Guzeratee equivalent for "jewellery." "To set off" wealth is commonly taken to mean "to get rid of it," or by others "to settle it," the whole sense of the passage being thereby ruined. Some versions of "the greatest figure" would be, literally translated, "a large diagram." The description of a building required in Division III. has unfortunately been given in English by all the boys, except some at Ahmedabad and Rajkote. Besides the above leading errors, which have been avoided by some of the Ahmedabad and Rajkote, and a few of the Surat papers only, the renderings of the English passage are mostly bald and literal. I am not aware of any one paper where the ideas of the original are properly grasped or converted with any vigour.

In fact the difficulties of the passage are so much beyond the present acquirements of the boys, that it is impossible to offer a comparative estimate of merit. The short and familiar sentences which follow (question 2) are generally understood, and very fairly, often very correctly, rendered. The meaning of the Guzeratee dialogue (Division II. 1) is correctly understood, and fairly translated by the upper boys at Surat, Ahmedabad, and Rajkote. In the lower papers at Deesa the English version is very incorrect in expression, even where the intention is apparently right. The passage, simple as it is, is not at all beneath the average of power. The last paragraph is omitted in many papers. The vernacular parsing is scarcely equal to the English, but is generally tolerably good. I am surprised to find it altogether omitted at Deesa. There is great room for improvement in the writing generally, especially at Broach. I must confess that the whole of these papers impress me with a sense of failure which I did not experience in the exclusively English papers, and which I least of all expected in this paper in particular. Average merit is highest at Ahmedabad and Rajkote. Surat is depressed by a large number of very indifferent papers from the lower boys. Broach ranks with Surat, and Deesa is some way behind the rest.

Nearly the same remarks apply to the analogous paper in the junior division (paper 2). The power of expressing one language in terms of the other is small. The command of English idiom is not sufficient for practical purposes, and of course no elegance or scholarship is exhibited. A confusion in translating personal pronouns and simple propositions may be remarked, which can hardly proceed from ignorance, and is probably attributable to want of practice in comparison of the two languages, which should be acquired by occasional examinations. I cannot otherwise understand the respectable facility in each language separately, as seen in the parsing, in contrast with the weakness of the translations. Many boys at Ahmedabad did not attempt the translation at all. The critical question (question 3) is in many cases fairly answered. The Broach papers are creditable in matter, but the vernacular writing is very bad. The English at Kaira and Deesa is bad; and at the latter school the parsing, as in the senior paper, is in no case attempted.

9. The general results are as follows:—The geographical knowledge is generally good and correct, and bears out the favour-

able opinion expressed by some of the committees. On paper it is overlaid by a multitude of orthographical errors which detract greatly from its effect. Parsing must be considered decidedly creditable, not least when viewed in relation to the results of the last examination in England for the degree of Associate in Arts. But spelling is as great a drawback here as in the geography. General intelligence and observation is not high, and little *character* is shown in the answers. Absence of *thought* is, perhaps, the greatest defect in the best papers, being much more conspicuous than absence of information. The examinees are of an age when more might reasonably be expected of them, but the defect is national. Mathematics appears to be a more favourite study than would be the case in England. The answers are generally correct.

10. There is no exhibition whatever of scholarship or taste in these papers. I do not think the boys are capable of appreciating the spirit of English romantic or devotional poetry, and I doubt whether they are sufficiently familiar with the language to distinguish between ordinary and elevated expression. If it is intended, in English poetry, to supply them with pure types of the language, it may be not unimportant to consider whether a superior and scholarlike knowledge of Guzeratee will not be the best introduction to a sense of the possibility of the same in English. Guzeratee writing certainly, and, as far as I can judge, Guzeratee scholarship, might be improved in all of these schools.

11. Much the weakest part of the whole examination is the translations. The terms of your rules,* circulated in June 1857, may have been in some degree obeyed in the letter, but I find no trace of a thorough and pains-taking practice of translations. I fear that the masters have been content with having occasional translations written, but have neglected the analysis and correction of them, which alone can make that exercise of any value. It has already been shown how the less obvious expressions of the English passage given to the senior division were misunderstood. Mistakes in the persons of pronouns and between the simplest propositions are still more common, showing, I imagine, not so much ignorance as want of practice in the simultaneous use of the two languages as vehicles of thought. The boys' expression of their English geography and parsing are thus in danger of becoming isolated formulæ,

* Letter No. 969, of June 4th, of the Director of Public Instruction to Mr. Curtis, acting educational inspector.

to their great detriment in acquiring a solid knowledge of English. English classics may easily be learnt by rote in the same way. Thus, in the report of the Kaira committee, it is remarked that "the boys of the first class, *owing to their knowledge of words*, got through the prose passage from Cowper on the tanning of his hares pretty fairly, but without much idea of the sense of the passage as a whole." This defect has already been observed, from an another point of view, in the Rajkote boys, who display considerable intelligence, but a want of power to express themselves in correct English.

12. The best remedy for most of the above defects is suggested by the Broach committee, in the organisation of short weekly examinations in the different subjects studied, which will secure not only neatness and brevity of form, but correctness of matter. It is the intention of the educational inspector to take the most effectual measures in his power to induce the masters to give that attention to the subject which its importance merits.

13. I have already remarked on the good effect which private reading appears to me to have had upon some of the answers. Besides the extension of information and familiarity with English idiom and modes of thought, the prevalence of a taste for reading out of school may fairly be taken as a sign that reading in school is made interesting to the pupils. As the school libraries make but slight provision for this want, it is respectfully suggested that class-books should never be given as prizes, for prizes form the best means at present of extending a boy's field of reading. In the large towns indeed the pupils have greater advantages, but the best opportunities do not appear always the most eagerly seized. "In our town," says a Surat boy (junior division, Paper 1, question 6), "no one reads or acquires knowledge."

EXTRACT PARAGRAPHS 7 TO 19, OF A REPORT BY THE ACTING EDUCATIONAL INSPECTOR, CENTRAL DIVISION, No. 421.

Dated 14th May 1859.

7. What faults there were were remarkably similar in kind in all the schools. I will endeavour briefly to indicate them under the heads of the several subjects of examination.

8. *English.*—The writing was in some schools very creditable, in others decidedly bad, cramped, and ill-formed, indicating neglect of the practice. In the parsing the faults were attributable to an

apparently exclusive system of oral answering. Bad spelling and, still worse in such a case, bad grammar were, I am sorry to say, rather the rule than the exception. In very few indeed of the junior papers was the clause "the love of glory is the most ardent" parsed correctly.

9. *Paraphrases.*—In hardly any case were these of any value at all. I think in very many instances the term "paraphrase" was not understood. Perhaps the exercise requires a greater command of language than is to be expected of these youths.

10. The question, "what case may substantives govern?" was not answered as it ought to have been,—a correct answer was the exception. The 4th and 5th questions in the advanced papers were generally well answered.

11. The correction of bad English was not very successful, especially in those examples which were selected from the practice of natives of this country. Question 4 (*a*) of the junior papers was not answered correctly by one pupil in a hundred, and 6 (*f*) of the senior papers by still fewer. Great care is evidently required in correcting these and similar inaccuracies of local usage.

12. In giving the past tenses of irregular verbs (junior, English question 5), an exceedingly common blunder in most schools was to write "to brought, to ran," &c.

13. With regard to the poetical piece (senior, 7), the chief defect was a want of knowledge of the scanning, which was only attempted in two or three schools. Many of the boys did this fairly, but, generally speaking, too little attention has been paid to the subject.

14. The attempts at original composition (senior and junior, last question) were few and ineffective. Description of objects is a weak point, as with most natives. There is, however, a more objectionable tendency to endeavour to conceal this deficiency by rambling second-hand reflections. This want of precision appears to indicate that the pupils have not been kept sufficiently to the point in their exercises, or, at any rate, that still more attention is necessary in this regard.

15. *General knowledge.*—In the senior papers the most prominent faults were as follows:—Question 1. The primary divisions of land and water were overlooked. Scarcely any mention made of the parts of America discovered by each navigator. Question 2. The "overland route" was, in very many cases, confounded with the

old route, and the accuracy of the description thereby destroyed. Question 4. The list of cities generally very defective, and the knowledge of the political distribution of the Indian territories not so good as could be wished. Question 6. The terms "Political Residents" and "Native Courts" little understood; a large proportion of the answers were consequently off the point. They were otherwise very defective. Question 7. Rather too diffuse a question. The answers appeared to be quite as much gathered from books as from common observation, which was not desired. Question 8. The answers were, in the majority of cases, made up of recollections of an article on the elephant in McCulloch's Series of Lessons. This might have been expected. They were fuller than any others, and not incorrect. Question 9. I have paid little attention to these answers, as I do not quite comprehend the question. Question 11. The answers were disappointing from their utter meagreness. Questions 10, 12, 13, were rather beyond the students.

16. In the junior papers the faults were very similar in kind. Question 6, about the native princes in the Presidency, was not answered so well as it ought to have been. The lists were defective and incorrect. The Rao of Kutch was hardly once mentioned, but the "Raja of Sattara" was but seldom omitted, and the name of Nana Saheb also appeared not unfrequently. Under question 10 the description of "differences between Mussulmans and Parsees" was almost exclusively confined to religion; and if the boys failed to catch the object of the question, the ideas which their answers showed to be prevalent were certainly interesting. The Parsees thought the Mussulmans exceedingly barbarous and cruel, worshippers of Mahommed and Taboots and Peers; but Parsees, as civilized, generous, and very brave, worshippers of the sun and fire. The Hindoos also seemed to believe that Mahommedans worshipped Mahommed and Taboots, and noted their animosity to the Hindoo worship, but considered that Parsees were rather inclined towards the latter. To question 11 the answers were rather disappointing, as the boys might have been expected to be somewhat at home on the subject, which evidently very few were. Question 12 was answered more fully and correctly than any of the others, and the arrangement of ideas was original.

17. *Mathematics: Senior Division. Division I.* (Arithmetic.)—Question 2 was in few cases understood rightly, and in still fewer correctly answered. In Division II. (contracted arithmetic) the

boys in some schools answered the first question well; the second and easiest question, being less familiar to them, was less frequently answered than it should have been. In Division III. (algebra) question 1 was only answered by one or two boys out of the whole, although a few more were bold enough to commence the answer with its concluding equation. Questions 2 and 3 were, as a general rule, answered well, but the easy equation of question 4 was scarcely attempted. A large number, however, *felt out* the answer, to the neglect of algebraic rules. In Division IV. (geometry) many very good answers were given, the mistakes in the definition disproportionately numerous. The extra problem of question 4 was answered by a large number, the same solution was given in every case, showing that it had been previously learnt. In Division V. (trigonometry) few answers were attempted, the subject probably not being studied. There were, I think, no answers to the first question, and the few answers to the second were not what were required.

18. *Vernacular.*—In Murathee the most prominent faults are in orthography and idiom; the latter fault appears to be much more prevalent in Bombay than in the Mofussil. In many instances the meaning of the English passage given for translation was not fully understood, and hence the translation was further defective. The best papers were from the Rutnagherry school.

18 A. *Guzeratee.*—These papers were entrusted for report to the deputy inspector of Guzeratee schools in Bombay; but, as neither papers nor report have since been received, I am unable to make any statements on the subject.

19. It will not, of course, be understood that I merely wish to find fault with the papers. Some were fully equal to what could have been expected; but it is necessary that the shortcomings should be pointed out with a view to their correction.

APPENDIX [F].

EXTRACT REPORT BY R. HAINES, Esq., EDUCATIONAL INSPECTOR, CENTRAL DIVISION, FOR 1858-59.

4. On the re-distribution of the educational divisions a little change became requisite in the apportionment of the districts among the deputy inspectors. The Ahmednuggur sub-division lost Khandeish by its transference to the Northern Division, and received in exchange the Murathee districts of Sholapore, of which the Poona sub-division was relieved. The latter sub-division is still fully as large as can be looked after by a single deputy inspector. The Murathee schools in the island of Bombay were left provisionally under the charge of the deputy inspector of Tanna, and remained so for some time after the 1st October; but it was found to be so inconvenient that the duties of the same deputy inspector should be performed under the superintendence partly of one and partly of another inspector, that in the month of February last the charge of the Murathee schools in Bombay was transferred to the central book-depôt keeper, with a salary of Rs. 50, obtained by the reduction of the salary of the deputy inspector of Guzeratee schools. The deputy inspector of Ahmednuggur having been temporarily transferred to Tanna in the month of August last year, Captain Lester's head writer, Mr. Nilkant Madhurao, was appointed to succeed him, but as he was engaged for some time in the office duties consequent on the transfer of the educational districts, he did not commence his tour until the latter end of November.

5. The primary educational statistics of the division on the 30th April 1859 were as follows:—

Sub-Division.	Deputy Inspector.	Area, square miles.	Population.	Number of Government schools.			Number of Scholars.		
				English.	Vernacular.	Total.	English.	Vernacular.	Total.
Bombay Island.	Rao Saheb Vishwanath Narayan for Murathee Schools. Mr. Cowasjee Shapoorjee for Guzerathee Schools.	21	600,000	4	7	11	1043	573	1616
Poona	Rao Saheb Mahadeo Govind Shastree.	15,250	1,700,000	3	123	126	364	4724	5088
Ahmednugur ..	Mr. Nilkant Madhowrao	16,130	1,400,000	2	70	72	99	3224	3323
	Total	31,401	3,700,000	9	200	209	1506	8521	10027

6. During the past year I have travelled over the greater part of the collectorates of Ahmednuggur and Poona and a part of Sattara, but I have not been able to inspect the schools in the eastern districts of these collectorates, or those in the Sholapore districts, which were mostly gone over by Captain Lester last year. Inclusive of the schools in the island of Bombay, I have examined and inspected altogether during the past year the following number of Government and aided schools :—

English and superior Anglo-vernacular, including orphanages	10
Inferior Anglo-vernacular and vernacular	65
Ditto private	2
	77

In the performance of this duty I have travelled over a total of 1,635 miles, 576 miles by railway and 1,059 miles by ordinary roads and by boat. The deputy inspector of Poona has travelled 227 miles by railway and 904 by road, or a total of 1,131 miles, and inspected 139 schools, including three private vernacular schools. The deputy inspector of Ahmednuggur has travelled 1,021 miles, and inspected 56 vernacular schools. The tours of the deputy inspectors were continued until late in the month of May. I must, however, point out that their districts are so extensive, consisting each of one large collectorate and the greater part of another, that it is very difficult for them to pay so much attention to each parti-

cular portion of them as is desirable. A single visit to each school is as much as they can be depended on to afford. This is not enough. A supervision of a more constant kind is very essential to the maintenance of the vigilance of the schoolmasters and the efficiency of the schools. Mr. Mahadeo Govind continues to apply, with success, the experience he has acquired by many years' employment in the educational department. Mr. Nilkant Mahadeorao has performed his duties in a pains-taking and efficient manner.

7. *Assistance, &c.*—I have to acknowledge the assistance afforded to the department in the portion of the year under report by the following officers of Government:—Mr. Shephard, 2nd assistant in the Ahmednuggur collectorate; Rowjee Vittul, late Mahalkurree of Wunee. The Jaghirdar of Vinchoor has, as in former years, afforded liberal and enlightened assistance in founding and maintaining schools upon his estate. The deputy inspectors speak favourably of the following officers:—

Moro Rugonath Dumdurray, Moonsiff, Poona.
Gopal Rao Hurree, Assistant Inam Commissioner, Sattara.
Balkrishna Girmajee, Mamlutdar, Bitay.
Chintamun Rao Hurree Deshmookh, Moonsiff, Jooneer.
Vinayek Bhugwunt, Mamlutdar, Baramuttee.
Sedashew Rughonath, Mamlutdar, Punderpoor.
Nursingaya Singapa, Mahalkurree, Chandore.
Bhaskur Govind, Mamlutdar, Rahoree.
Hurree Narayen, Mamlutdar, Kurda.
Purushram Baji, Mamlutdar, Kurjut.
Moro Krishna, Mahalkurree, Wunee.
Gopal Vishwanath, Mahalkurree, Kopergaom.

8. *Public feeling.*—I have no particular change to record in the feelings of the people with regard to education. Much apathy, of course, prevails; schools in existence are poorly supported; committees seldom display much interest in the welfare of their school, and many other signs of indifference are manifested. On the other hand, applications for new schools come in at intervals,—the result, in these times at least, of spontaneous movement. I could only regret that, owing to political circumstances, so little could be done towards setting the schools on foot. I should say that the inhabitants of the large towns, considering their wealth and means of

information, are by no means the foremost to appreciate the value of instruction; in many of the smaller towns and villages there is more anxiety for schools and more willingness to pay for them.

9. *General statistics.*—The following table shows, with as much correctness as the documents at my disposal will admit of, the present number of schools and scholars in this division, as compared with last year:—

Grade of Schools.	1857-58.		1858-59.		Increase or Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government English and Superior Anglo-vernacular	11	1,641	9	1,490	- 2	- 151
,, Inferior Anglo-vernacular and vernacular (boys).	192	9,330	197	8,358	+ 5	- 972
,, ditto ditto (girls). ..	2	43	2	40		- 3
,, ditto ditto (low caste)	3	122	3	122		
,, Normal	1	41	1	41		
Aided English and superior Anglo-vernacular (boys).	2	563	2	468		- 95
,, ditto ditto (girls).	3	304	3	412		+ 108
,, Industrial	1	40	1	43		+ 3
Private Inferior Anglo-vernacular and vernacular (boys)	14	351	16	429	+ 2	+ 78
,, ditto ditto (girls) ..	4	198	4	198		
,, ditto ditto (low caste)	3	172	3	172		
Total..	236	12,805	241	11,773	+ 5	- 1,032

10. *English or high schools.*—The Central School of the Elphinstone Institution in Bombay is the only one to be noticed under this designation. Its efficiency has been improved by a number of minor changes. The classes have been re-organized by arranging them in two divisions, as an upper and a lower school, the lower school being placed under the immediate superintendence of a native head master. The number of assistant masters has been increased. A change has likewise been made by the introduction of a system of voluntary or extra classes, for which an extra fee is charged; the subjects of these are Sanskrit, Persian, Latin, Portuguese, and drawing. The two former were originally compulsory subjects for Hindoo and Parsee students respectively.

The Portuguese class was closed from the want of students, but the Latin and the drawing classes have met with considerable success. The vernacular instruction has been confided more exclusively to the English masters instead of employing separate vernacular teachers. The effects of this change will require to be watched. Vernacular instruction is perhaps the weakest point in most of our English schools, and in none more so than in the Central School. To prevent this deficiency from becoming too conspicuous, an entrance examination in the vernacular language of some strictness should be constantly maintained.

11. The attendance at the Central School exceeds the average of the last few years, and the amount realized from fees goes more than half way towards paying the entire expenses. In the Branch school in the Fort, where the instruction is of quite an elementary character, the fee collections yield a considerable surplus, after all expenses are defrayed.

12. The only other high school in this division, the Poona College school, is not under the control of the educational inspector, and I have no remarks to make upon it.

13. *Inferior Anglo-vernacular schools.*—Of these there are altogether seven in the division; one, respectively, at the Poona cantonment, at Sattara, at Ahmednuggur, and at Sholapore, and three in Bombay (the Juggonath Sunkersett, the Gokuldass Tejpal, and the Fort Branch schools).

14. The Poona school is well conducted, and is creditable to the head master, Sakharam Balkristna, considering the difficulties the school has to contend with owing to the multiplicity of vernacular tongues spoken by the pupils, and the low salaries and frequent changes of the assistant masters. The Sattara school is also in a satisfactory state. The Ahmednuggur school has laboured for some time under adverse circumstances. Two years ago a great diminution in the attendance took place, owing to the admission of some low-caste boys: the school has not yet recovered its numbers. The head master, Mr. Foxton, has been but lately appointed; his want of acquaintance with the language of the country was prejudicial to the progress of his pupils, as the subjects of the lessons could not be made sufficiently intelligible to them by the use of the English language only, and the general acquirements of the assistant, to whom the vernacular instruction is confided, were not extensive enough to make good the deficiency. The Sholapore school appears

to be progressing fairly. I am sorry I was unable to visit it during the past year.

15. The Juggonath Sunkersett school in Bombay has gradually improved in respect of attendance; it contains now more than 150 pupils. This has necessitated an increase in the number of assistant masters. I am afraid, however, that the progress of the pupils in instruction has hardly kept pace with that in numbers; the result of my examination last year was disappointing. The Gokuldass Tejpal school was doing fairly, considering the short time it had been open. The Fort Branch school does not profess to give an advanced English education; it is well conducted, and the teaching sound.

16. *Annual examination of English schools.*—In 1857 an attempt was made to have a simultaneous examination of all the English schools in the Presidency, by means chiefly of printed papers. Partly from want of sufficient previous notice, and partly from other causes, the scheme failed so far as regarded the former Presidency division; but in 1858 the attempt was renewed with greater success. Papers of questions were distributed to all the Government English schools in the Presidency division, and to such more or less private institutions whose managers were willing to accept them:—these were the Parsee Benevolent Institution, the Robert Money Institution, and the Purbho Seminary.

17. The examination of the answers to these papers afforded a very good means of estimating the nature and amount of instruction imparted in the several schools; but it will be expedient, on future occasions, to limit more closely the number of pupils to be examined, and to provide for a stricter compliance with the directions given for the examination, lest the labour of scrutinizing the papers, which devolves on the inspector, and the expenditure of time, be altogether disproportionate to the results.

18. *Inferior Anglo-vernacular schools.*—This class of schools is of recent origin. They are vernacular schools, with an extra class or classes for instruction in English. In the course of the year such a class was opened in a Murathee and a Gujeratee school in Bombay, but I have not had much opportunity of testing the success of the plan. A small Anglo-vernacular school was opened in the Poona Collectorate, just at the close of the year,—one of several now in course of formation. Two other somewhat anomalous schools of this class existed in the Deccan, called English

departments,—at Sungumnair and at Yewla. Both have been closed during the year, owing to the refusal of the inhabitants to abide by their agreement to contribute to their support.

19. *Vernacular schools; Murathee.*—Most of these schools which I inspected had never before been visited by the inspector; I cannot, therefore, by reference to former reports, easily compare their present and past states. The grade of instruction appeared to be very similar to that which I had seen in the schools of the Concan. In only two or three was any attempt made to teach extra subjects, as Government forms of accounts or Regulations. In not a few, grammar and geography were not taught at all; in fact, the utmost dissimilarity prevails in the course of study pursued in the several schools. This is, to a certain extent, unavoidable, owing to the great inequality in the acquirements of the masters; but I acquired the conviction, that by a proper classification of the schools, and by the establishment of a regulated course of study for each grade of schools, their condition might be considerably improved.

20. *Adult classes.*—In several of the schools of the Poorundhur Circle I was pleased to find that the master had opened evening classes for adults. The Koonbees, who are at work in the fields all day, avail themselves of the opportunity of learning to read and write. Some of these classes are numerously attended.

21. *Low-caste schools.*—There are altogether six low-caste schools in the division, more or less connected with Government, of which three are at Poona. They are attended, but rather irregularly, by 294 scholars. In one, which I visited, the master admitted a number of boys not of low-caste, for the express purpose of saving himself from excommunication as a teacher of merely low-caste children, so that the school was in fact open to all classes, and voluntarily made use of by a few Hindoos not of the lowest caste.

22. *Female schools.*—There are now only four girls' schools in this division connected with Government, attended by 204 girls. One, at Yewla, has been closed for want of support. I have only seen one, at Sassoor: not very much was learnt, it is true, but the girls looked intelligent, and seemed interested in their work.

23. *Hindustanee schools.*—Including one supported by the Elphinstone Institution in Bombay, there are five Hindustanee schools, attended by 107 pupils. I have inspected four of them, and anything more unsatisfactory than the display made by them it

is difficult to conceive. Except penmanship, I can hardly say that anything is really taught. In some, the boys could not read a sentence which they saw for the first time. Subtraction was generally the limit in arithmetic; in grammar the utmost knowledge is of the parts of speech. The best of these schools was at Nassick. I attributed its superiority to the fact that the master was assisted by a Hindoo monitor, being himself very deaf. The most unpleasant feature about the schools was the satisfaction expressed by the spectators in the progress of the boys: they prompted them, applauded the miserable attempts at reading and ciphering, and made excuses for the shortcomings of the masters. I really do not see what good these schools can do unless thoroughly reformed; but better masters are not to be had in the districts at all, and but very rarely in Bombay, where a passable teacher may occasionally be met with who has been educated far away, in the Punjab or the North-West Provinces.

24. *Industrial schools.*—The only industrial school to be noticed is the Dawood Sassoon School of Industry in Bombay. This continues under much the same system of management as before it was transferred to its present managers. It is almost exclusively devoted to the reception of juvenile offenders.

25. *Normal schools.*—The only normal school, that at Poona, is not under the control of the educational inspector.

26. *Aided and private schools.*—These are chiefly of a special character. The Byculla schools of the Bombay Education Society were inspected during the rains of 1858. The number of children had been diminished by the transference of upwards of sixty of the youngest to the newly-opened infant school at Poona. The examination was on the whole very satisfactory, although the boys' school had been without a head master for many months. The elder girls have been removed from the schoolroom to the separate charge of the head mistress. The endeavour to train up schoolmistresses for the army schools here has unfortunately not succeeded. The girls selected have displayed no interest in their studies, and have failed to qualify themselves for the post. The Scottish Male and Female Orphanages have also been inspected; their condition was much the same as last year.

27. I paid several visits to the central school of the Parsee Benevolent Institution in the Fort. It is under the management of Dr. Fraser, the principal. It contained 461 pupils, and the

branch school in the native town 85; total, 546. The instruction is of a character to fit the boys for commercial pursuits, and is gratuitous. The pupils are all Parsees.

28. *Female schools.*—The same institution supports in Bombay three female schools, containing about 200 Parsee girls. There are also in the island three or four girls' schools maintained by the students of the Elphinstone Institution, aided by an association of native gentlemen, containing, I believe, several hundred girls. I am unable to state anything from my own experience as to the condition of these schools. At Sattara I visited a girls' school established by the assistant master in the English school, Ramchunder Gunesh, and taught by his wife, whom he had himself instructed. It contained 21 girls. I was pleased with their progress, and the effort is altogether highly creditable to the master and mistress.

29. *Infant schools.*—At Poona, Sattara, and Sassoor are so-called infant schools, supported more or less by private subscriptions. They are not, however, strictly confined to very young children, as both at Poona and at Sattara I saw boys of ten or eleven years of age in the class.

30. *Native libraries.*—I have visited those at Poona, Sattara, Ahmednuggur, and Nassick. The two former show an extensive and, generally speaking, a good selection of books. The reading-rooms are ample in accommodation, and well attended. The library at Nassick is inferior in all respects. The native libraries in Bombay, seven or eight in number, were all visited in the rains of 1858. Several of them, as the Native General and the Fort Improvement Libraries, have a really valuable collection of books. The Juvenile Improvement Library and the Native Book-Club appear to be well stocked. The number of readers appears to be rapidly increasing.

31. *Pupil teachers.*—There has been very little opportunity of bringing the pupil-teacher system into practice. On the one hand, few of the schoolmasters are qualified to give the necessary instruction, and, on the other, there is great disinclination among the native youths to bind themselves to remain in the educational department. Many efforts have been made unsuccessfully to engage them. There are only two in the division, in an English school, but, unless better progress is made than heretofore, I doubt if they will ever become qualified teachers.

32. *Fees.*—In the previous year the rule had been adopted to reduce the fee for those boys who were receiving only elementary vernacular instruction, from one anna to half an anna a month. Experience has shown me that this regulation is liable to serious abuse; it holds out inducements to schoolmasters to show partiality, by admitting boys improperly on the reduced fee, and even to falsify the registers, by accounting for smaller fees than have been actually received. In many village schools I found by far the majority of the pupils nominally paying only the half anna fee. But the payment of this small sum was as often evaded as not, and I found that, as a general rule, the utmost laxity prevailed in the collection of the fees. The order isued by Captain Lester, that the fees should be paid in advance, was entirely set at nought or forgotten; and fees not paid during the month in which they were due were, in scarcely any one instance, paid at any subsequent time; all arrears were at once written off as irrecoverable. The result has been, that the fee collections in most of the Deccan village schools are miserably small; there is no sufficient school fund wherewith to provide school-furniture or libraries, or to pay for assistant teachers. I took steps which, I hope, will prevent a recurrence of this fault; but great vigilance is required to see that instructions on this head are strictly adhered to. I do not think the reduction of the fee has worked well; I would have a uniform anna fee for ordinary vernacular instruction, whether elementary or not, exception being made of a certain per-centage of poor free scholars.

33. *Subscriptions.*—In most of the partially self-supporting schools the subscriptions are in arrears. The accounts, if there were any, were kept so confusedly that it was rarely possible to discover what the arrears due by each individual were. The general plan seemed to be for the parents of the children to send something every month to the master, who brought to book as much as he thought fit under the head of fee, and took the remainder for himself as payment towards his salary. Great abuse necessarily sprang from this want of method. The fact is, that the villagers recognize with the utmost reluctance any distinction between subscriptions and fees. In scarcely one instance did I find that the actual subscribers were other than those who were at the time sending children to the school. One schoolmaster, who was more methodical than the rest in keeping his books, made quite clear the way in which the

system was understood by the inhabitants. A list of subscription payments was kept, but it was placed side by side with the entries of fees, the names of the payers being the same in both cases. There was also this singular circumstance, that the boys who on account of their poverty were allowed to attend without paying the fee of one anna or half an anna, as the case might be, yet invariably contributed the same subscription of three or four annas which was paid by the rest. I have no doubt the same thing occurred elsewhere, although, for want of proper accounts, it could not be so clearly made out.

34. *School-houses.*—Very few of the school-rooms which I saw had been built for the purpose, but the accommodation was, with a few exceptions, sufficient as regards space and light. In a large proportion of villages the school was held in the village chowry; in some others, in a temple; and not once or twice, but very frequently, the same place was both chowry and temple, an idol being placed on one side of the chowry and the school on the other. How far the conversion of a chowry into a temple is compatible with the uses of the former is for the Civil authorities to decide. I am under the impression that an order issued by Mr. Erskine prohibited the use of either chowries or temples as school-rooms, but I did not succeed in finding it. That such places are unsuitable there can be little doubt, and doubly so when the same place is applied to both uses. It appeared to me that by this arrangement the direct countenance of Government was given to idolatry, and certainly it was very offensive to myself to be seated in front of a hideous red idol, before which a succession of villagers were performing their devotions. The schools in which this occurred were all established at a very early period, before the complete organization of the educational department, and I was not sure that I could interfere authoritatively. The people were generally unwilling to provide another school-house.

35. *School furniture.*—Black-boards have been supplied to almost all the vernacular schools. The grievous want of maps will, I hope, soon be remedied by the series now on their way out from England. Clocks, bells, globes, and models are rarely to be seen; galleries cannot be thought of; in fact, the low state of the school funds checks improvement in these respects. In the wholly-supported schools much abuse prevails in the application of the contingent allowance of two and a half rupees a month allowed by

Government. Practically, it has been considered in great part as a perquisite of the schoolmaster, and the expenditure accounts are cooked accordingly; thus, besides the losses by non-payment of fees, the school-funds are further starved for want of the contingent allowance surplus, which might have provided improved means of instruction. A better system of returns was being introduced, which, aided by vigilant inspection, will, I hope, prevent this evil in future.

36. *School libraries.*—Chiefly from the above cause, the vernacular schools cannot be said to have libraries at all. The English schools in the Mofussil have each a small collection of books; of those in Bombay the Central School has a fair miscellaneous collection, which was formerly a part of the college library. A collection has been purchased for the Juggonath Sunkersett school, which will form the nucleus of a good library. The want of school libraries is, however, less felt in Bombay, owing to the abundance of native libraries, to which access is easily obtained.

(True extract)

(Signed) E. I. HOWARD,
Director of Public Instruction.

APPENDIX [G].

EXTRACT REPORT BY T. C. HOPE, Esq., EDUCATIONAL INSPECTOR, NORTHERN DIVISION, FOR 1858-59.

5. *Inspectors' movements.*—The commencement of the official year found me at Surat, whence, after a brief visit to Bombay to confer with you on various matters, I proceeded to Ahmedabad for the rains, visiting the Political Agent in the Rewa Kanta *en route*. During the rains I was employed chiefly in teaching and supervising the training school, in delivering lectures to the deputy inspectors on school management, and in the preparation of new school-books. On the opening of the season I visited Deesa and some parts of Rewa Kanta and the Kaira and Ahmedabad collectorates, but I had to return to Ahmedabad at intervals to go over the work done by the school-book committee in my absence, and it was not till January 28th, 1859, that I was able finally to leave that place on circuit. I then proceeded *vid* Broach and Surat to Khandeish, the whole of which collectorate, and the Penth State and part of the Tanna collectorate, were visited by the close of the official year. The total distance travelled was 2,463 miles; 20 schools were inspected, and 87 examined (26 of them by Mr. Peile).

7. *Assistance.*—The European officers in the division generally continue to afford their assistance when requested, and to some I am much indebted. Messrs. Lindsay and Norman, assistant collectors at Ahmedabad, Mr. Borrodaile at Surat, Mr. Hunter at Tanna, and other gentlemen have been good enough to visit the schools in their districts and give prizes. Shet Premabhai Hemabhai, of Ahmedabad, has built a school-house at Naroda at his own expense, and Shet Munsookbhai has occasionally visited the school

there and given prizes. Shet Muggunbhai Hukumchund has contributed Rs. 200 towards a school-house at Ahmedabad, and an individual who conceals his name has made a liberal donation for one at Morassa. Among the native officials indifference is still very prevalent, especially in Khandeish. The most remarkable in this respect has been Haridas Doolubhdas, Mamlutdar of Matur, from whom better things might have been expected, as he was educated at the Elphinstone College and owes his position to the fact. While reprobating such conduct, because contrary to the orders of Government, I must, however, admit that to afford the assistance we require is frequently a most disagreeable duty. The collection of small subscriptions by moral force only must always be a tedious process, but when the subscribers repudiate their engagements, and persuasion is applied long and in vain, it becomes personally humiliating, and weakening to the general authority of the officer concerned. It must however, under existing regulations, be accepted by Revenue and Judicial officers, as by those in this department, and I have much pleasure in appending a list of those who have assisted cordially, often under very discouraging circumstances.

8. In the Political Districts I have much pleasure in reporting the liberality and enlightened conduct of H. H. the Jam of Nowanuggur, who has built two school-houses, one of which, at his capital, has cost about Rs. 6,000, and who not only gives every assistance to the schools in his dominions, but has himself for some time past been endeavouring to learn English. The Thakoor of Paltana also, who is a very intelligent man, has built a good school-house, keeps the junior members of his family to their studies, and appears to take much interest in the education and improvement of his subjects. I am informed that both he and H. H. the Jam have, on moral grounds, abolished farms of gambling licenses which formed items in their revenue. I would respectfully suggest that the satisfaction which I am sure Government will feel should be expressed to them in Khurreetas from the Persian Department.

III.—*State and Progress of Education.*

9. *General statistics.*—The number of schools and scholars this year, as compared with last, is shown in the accompanying table:—

Grade of School.	In 1857-58.		In 1858-59.		Increase.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government English.....	13	1,016	11	1,068	..	52
Ditto Vernacular, boys' ..	186	10,862	196	11,629	10	767
Ditto girls' ..	12	179	11	190	..	11
Ditto special.	5	51	5	42	..	..
Aided English	1	140	2	419	1	279
Ditto Vernacular, boys' ..	14	725	13	802	..	77
Ditto ditto girls' ..	4	337	5	413	1	76
Private indigenous.....	1,245	44,904	1,245	44,904	..	..
Total..	1,480	58,214	1,488	59,467	8	1,253

The indigenous schools are given according to the returns of 1855, and are entered, not only because their inspection as far as possible, and improvement by grants of books is enjoined, but because, as though five times more numerous than our own schools even, they occupy only ten per cent. of the villages in the country. They are a ready gauge of the progress which has been made towards the education of the masses, and proof of the vastness of the field upon which we have as yet scarcely entered.

10. *Increase and decrease in schools.*—The decrease of two English schools is owing to the study of English having been discontinued in Junaghur and to the transfer of the Godra school from among the superior Anglo-vernacular ones to the inferior, which come under the head of vernacular. Seven new Government boys' schools have been opened in Khandeish, and four boys' and one girls' school in Guzerat. Four schools have been closed; three of them, including two girls' schools, only temporarily, however. Among the aided schools, the Nowsaree Zerthusti Madresa has been placed under regular inspection; a girls' school has been opened (at Junaghur), and a boys' school closed. The net increase of schools in Guzerat is two, and in the Muratha districts six.

11. *Increase and decrease in scholars.*—In pupils, however (1,069 boys), nearly the whole increase has occurred in Guzerat; and as the number of new schools there is only two, is a proof of the satisfactory condition of the schools and their increasing popularity. In the Muratha districts, on the contrary, there is a falling off of 45, occasioned by a decline in both the English and vernacular schools in the Tanna collectorate.

12. *Fees.*—The state of the fee accounts is here shown :—

Amount leviable.	Amount paid.	Amount due.
Rs. 11,844 1 4	Rs. 10,902 0 2	Rs. 942 1 2

In Guzerat there has been an increase of about Rs. 870 in the sum leviable, while the outstanding balances have decreased 30 per cent. In Tanna and Khandeish the amounts outstanding are rather heavy, and in the latter district the amount leviable, owing probably to improper admittances at less than the full fee, is very disproportionate to the number of boys at school. These defects will, it is hoped, be remedied in the current year. The entrance fee, which was introduced this year into schools wholly supported by Government, has produced Rs. 588-5-0. It is a good deal complained of in some localities, especially the Kaira collectorate, and seems to have tended to reduce the numbers in several schools. The reduction of the fee in certain English schools from 6 to 8 annas, referred to in paragraph 48 of my last annual report, continues a not very successful measure, the numbers not having risen in consequence, and the arrears being larger in these schools than in any others in the Division.

13. *Progress of education.*—The percentage of scholars to the population of the towns where the schools are situated, which had slightly fallen off last year, has regained its former level of about one per cent. From the returns for Tanna, now first obtained, it appears that the percentage is nearly thrice as high in it as in any of the other collectorates.

14. *Cost of education.*—The cost per head in both English and vernacular schools is considerably lower than in previous years, in consequence of the improved attendance. All educational charges in the collectorates and the Kattiawar Agency being now brought into the inspector's cash account, and the returns from other districts being complete, the account department may be considered as organised. For details as to the total amount of charges of the division I beg to refer to paragraph 76. The collection of peoples' contributions proceeds as well as the nature of the case will admit of. In Guzerat the arrears, which were Rs. 617-2-0 last year, are only Rs. 431-9-1 ; but in Tanna and Khandeish there are some

items of old standing, amounting to above Rs. 700, which it is now almost too late to recover.

15. *School-houses.*—Two out of the four school-houses mentioned in paragraph 12 of my last report as in course of erection were completed before the close of the year, and another, a large one capable of holding above 300 children, was so shortly after that time. The fourth, as also another begun in Khandeish last year, will be opened almost immediately. Subscriptions for fourteen new school-houses, mostly in Khandeish, have been set on foot during the year, and the total sum raised, to which some addition may yet be expected, is Rs. 5,319. Five of the buildings are in progress, and the rest will be commenced on the opening of the season. Besides these, subscriptions for five others, which were set on foot before the year under report, have been increased in amount so as to permit of the immediate commencement of the buildings. All new school houses are constructed from plans made in this office on the principles recommended by the Committee of Council on Education in England, and most of them will be fitted with galleries and parallel seats.

16. *School fittings.*—In order to facilitate the introduction of oral teaching, and the improved organisation and discipline now becoming universal in England, arrangements are either completed or in progress for fitting the English schools with galleries and parallel desks and benches. For the latter, cast-iron standards have been procured from England. Several of the larger vernacular schools also, whose shape favoured the measure, have been provided with galleries and parallel raised seats (on which the boys sit as on the floor), and many more, it is expected, will be so during the present year. To show that the expense (which is charged to the fees) is not as great as might be anticipated, I may mention that a large and handsome gallery in the Surat English school, to hold above 100 boys, cost Rs. 176, and that three vernacular schools, containing 230, 100, and 60 boys, were provided with a gallery and seats complete for Rs. 131, Rs. 73, and Rs. 34, respectively.

17. Total want of regularity in the time of coming to school, and in the duration of different lessons, has hitherto been among the most marked defects in all vernacular schools. To remove these as far as possible, and give the masters no excuse for not following the time tables constructed for them by the deputy inspectors, every school in the Guzerat collectorates and Kattiawar

has been supplied with an hour-glass and half-hour-glass; and forty clocks, procured from England for the purpose, have been distributed among the most important ones. Every school in the Guzerat collectorates has also been provided with a gong, large enough to be heard to a considerable distance, which it is intended should be used a short time before, and again exactly at the time at which the school commences, in order to summon the boys.

18. The large play-ground of the practising and model schools attached to the Ahmedabad training school was, last rains, fitted with a circular swing and some ropes, poles, &c., for various exercises, and the experiment was, I am happy to say, attended with the best results. They were so popular that many of the boys came an hour or two before and stayed an hour or so after school-hours in order to use them, and they were observed to promote not only manliness, strength, and agility, but presence of mind, fortitude in bearing pain, patience, and self-denial. I am strongly impressed with the belief that the want of these qualities, which is so often remarked in native boys, is in a considerable degree owing to lack of opportunity for developing them,—of play-grounds and "Boys' Own Books,"—and trust that the former may in time be attached to every school where circumstances admit of it, and that a version of the latter, adapted to this country, may ere long be prepared.

19. *School organisation and discipline.*—The want of system in some of the English schools having been very marked and beyond the power of the inspector to correct by his annual visits alone, it has been provided that every native master of an English school shall send to the inspector once a quarter the time table and study table according to which he intends to work during the next quarter, and a progress table of what has been done during the last. Standard English books on school-management have also been supplied to the school-libraries, the practical use of which the recent construction of galleries and desks will, it is hoped, facilitate. In the vernacular schools much has not been effected, owing to the unavoidable curtailment of the deputy inspector's tours already mentioned in paragraph 6, beyond giving to each master a time table suited to his school, and explaining to him how to modify it in future.

20. *Teachers.*—By the increase of the extent of the division and the establishment of new schools the number of teachers has been raised to 339, or 106 more than last year. Among the

teachers in the new districts, especially Khandeish, I observe considerable apathy, negligence, and disposition to ignore control, which have no doubt been fostered partly by the irregularity with which they have hitherto received the people's share of their pay, and under present circumstances may be expected to diminish. During the rains each schoolmaster in the Ahmedabad and Kaira collectorates was called in to attend the Ahmedabad training school for a week and observe the system adopted in the practising and model schools, and was subjected before his departure to a brief oral examination. In so short a time little real improvement was of course practicable, but it is believed that many made good use of their time.

21. *School studies.*—In the English schools the Departmental Primers and Poetry Books, and the Irish Reading Books, are gradually being substituted for those of McCulloch and Chambers hitherto in use; but the change has as yet been but imperfectly effected, owing partly to difficulties in procuring the former and partly to large supplies of the latter being still on hand to be disposed of. Oral teaching, with the aid of English books and the new Guzeratee work on the subject, has been introduced into some of the schools, and will be so universally as soon as the galleries are completed. In the vernacular schools in Guzerat, teaching of form and colour to the younger children, with the aid of boxes made on the plan of those used by the Home and Colonial School Society, has been generally introduced, as also oral teaching as set forth in the work above alluded to. In reading books no change has been made, pending the publication of the new series now in the press. A circular explaining how to teach geography with the black board has been issued.

22. *State of English schools. Ahmedabad English school.*—All the English schools, except those at Rajkote, Bhownuggur, and Tanna, were visited during the year. The Ahmedabad high school had, under the active and efficient management of Mr. Curtis, quite recovered from the effects of his temporary absence in 1857, and contained 198 pupils, a larger number than it had ever reached before. Mr. Peile, who examined it, says, "It is in an efficient state. The boys are interested in their work. Their answers in English history and general geography are remarkably good. The handwriting of many of the upper boys is most creditable. So also is their knowledge of Euclid." The numbers, which were 210 at the

close of the year and have since exceeded that, are more than can be well accommodated in the existing building or taught by the existing staff. If the school is to take the place it should hold of the high school of a city of above 120,000 inhabitants, a better building and a regular staff of assistants, as at Surat, in lieu of merely two ill-paid assistants and monitors, as at present, are indispensable.

23. *Surat English school.*—Regarding the Surat high school much misapprehension appears to exist, and it has been said that it is in "a very declining and drooping condition" and "under the sole charge of an ill-paid and incompetent native assistant master." The numbers at the time of examination were 353, which is higher by 15 than at the last examination, and as high as can be reasonably expected, considering that for the Parsees there is a separate *free* school containing 146 pupils. On the transfer of Mr. Good to Poona, which took place in October, the head mastership on Rs. 100 per mensem, a sum the highest usually given to native head masters, was conferred on Nundshunker Tooljashunker, who at the time held the post of first assistant on Rs. 80 per mensem, to which he had originally been appointed at the strong recommendation of Mr. Graham. The subordinate staff consists of nine assistant masters, on salaries ranging from Rs. 70 per mensem downwards. The principles on which this school is conducted have undergone a complete change since the appointment of Mr. Good in 1856. He perceived that a single European master, at the head of a school with a large number of assistant masters and boys, has the choice of two alternatives, either to give his whole time to his first class, especially the clever boys in it, and leave the rest of the school and the assistants pretty much to themselves, or devote to that class only an hour or two of his daily time and spend the rest in giving lessons in and examining the other classes in rotation, general supervision, and the improvement of his assistants. The former promised the advantage and popularity of turning out a few very clever individuals, the latter that of ensuring justice being done to every boy, whether clever or not, and an education, not perhaps high or brilliant, but thoroughly taught as far as it went and practically useful in life, being given. Mr. Good very judiciously chose the latter, and effected a great improvement in the discipline and mode of teaching throughout the school. A reduction in the course of study was, however, a necessary concomitant of the change, and it was moreover brought for a

time below even its natural level under the new system by the departure of a large number of boys from the upper classes, many of whom were tempted by the employment the railway opened out to them. From the effect of this latter the school is recovering, while the improvement in discipline and sound teaching have, to the great credit of Mr. Nundshunker and his assistants, been maintained since Mr. Good's departure. There can, however, be no doubt that the school suffers both in prestige and in pronunciation and other points of study, from the want of European superintendence. Two European masters are required, so that both the first class and the rest of the school may receive full attention; and I trust that the inhabitants of Surat, who at present pay no portion of the Rs. 585 per mensem which the Government schools in their city cost, will see the expediency of supplying at least one of these.

24. *Other English schools.*—Mr. Parvatishunker Munishunker has raised the Broach school to a much higher point, in both numbers and efficiency, than it ever approached before, and placed it next in the division to the two large schools already noticed. The Dhoolia school is efficient and popular. Its *forte* lies in reading, dictation, and composition. In mathematics, oral translation, recitation, and knowledge of the vernacular, there is room for improvement. The schools at Deesa, Kaira, and Neriad are improving institutions, and the two latter especially have advanced much under their new masters. The schools at Rajkote and Bhownuggur are in a satisfactory state.

25. *Annual examinations.*—The annual simultaneous examination of English schools took place in the beginning of September. The result as regards Tanna and Dhoolia will be reported by the inspectors then in charge. The papers from Guzerat were examined by Mr. Peile, who submitted a very elaborate and interesting report on them, to which I would invite special attention. Two private schools at Surat, one kept by Mr. Menesse, and the other supported by the Parsee Punchayet, were invited to partake in the examination, but declined. The result of the *vivâ voce* portion of the examination it is still difficult to estimate, as we are dependent on a number of separate committees, and those never containing the same gentlemen two years consecutively. The Surat, Rajkote, and Broach committees appear the best satisfied in this branch. The papers, which constitute the main portion of the examination, were, as usual, of two grades, advanced and elementary, and it

was left to the schoolmasters to decide how many and which of their pupils should be examined in each, a discretionary power which they used with such different degrees of judgment as to cause much difficulty in deciding the comparative merit of different schools.

26. Mr. Peile's report is so full of interesting matter and useful suggestions, that I feel some difficulty in making extracts from it. The following will perhaps give a general idea of the result of the examination. "I regret that I am unable to pass with a brief notice the elementary points of writing and spelling. The English writing at Ahmedabad and Rajkote is superior to the rest, and may be considered decidedly good. . . . But the writing of the vernacular is inferior to the English. . . . This is important, as the acquisition of a good office hand is highly valuable to candidates for the service of Government. I cannot say that the spelling is entirely satisfactory in any school. As this defect is most noticeable in the common terms of parsing and the proper names of geography, it may be presumed to arise from the neglect of the use of the blackboard in oral teaching. . . . The geographical knowledge is generally good and correct, and bears out the favourable opinion expressed by some of the committees. . . . Parsing must be considered decidedly creditable, not least when viewed in relation to the results of the late examination in England for the degree of Associate in Arts. . . . General intelligence and observation is not high, and little character is shown in the answers. Absence of thought is perhaps the greatest defect in the best papers, being much more conspicuous than absence of information. . . . There is no exhibition whatever of scholarship or taste in these papers. I do not think the boys are capable of appreciating the spirit of English romantic or devotional poetry, and I doubt whether they are sufficiently familiar with the language to distinguish between ordinary and elevated expression. If it is intended in English poetry to supply them with pure types of the language, it may be not unimportant to consider whether a superior and scholar-like knowledge of Guzeratee will not be the best introduction to a sense of the possibility of the same in English. . . Much the weakest part of the whole examination is the *translations*. . . . I would respectfully beg to represent that the boys are not yet competent to cope with any antiquated peculiarity or pithiness of English expression. . . All the less obvious constructions and

terms of the English passage (Senior Division), are generally misunderstood. . . The short and familiar sentences which follow are generally understood, and very fairly, often very correctly, rendered. . . I have already remarked on the good effect which private reading appears to me to have had upon some of the answers."

27. To each head master a letter was addressed specifying the points in which his school needed improvement; and it is hoped that the generally observed defects, in as far as they proceeded from errors in method, such as neglect of periodical written examinations, the use of the black-board in oral teaching, and revision of exercises, will have been remedied during the year. I fear, however, that until each important superior Anglo-vernacular school has a European head master, and the Ahmedabad and Surat high schools have two each, it is vain to expect the answers of the pupils to reach in all respects the desired standard.

28. *State of vernacular schools.*—The promulgation of the new form (No. III.) of return of school examinations has deprived me of the means of stating, as in former years, the percentage of boys in the division studying each subject of the school course, and the average proficiency in it, as also of the power of testing the work of the deputy inspectors, by comparing the result of their examinations with that of my own. Giving, as far as possible, a fair relative value to the great variety of vague terms in which proficiency and general state are now expressed, the table in the margin shows the condition of 187 Government schools, of which the examination returns are complete. I cannot, however, feel much confidence in its accuracy, and would most respectfully submit that it is a very imperfect substitute for one based on numerical marks, from which, as they can be readily tabulated, advance or retrogression, generally or in any particular subject, in any deputy inspector's charge (or division, if used by all inspectors), can be at once detected, and a remedy applied if necessary.

Grades according to course of study.	Grades according to proficiency and general state.				
	1	2	3	4	Total.
I.	7	5	7	2	21
II.	4	12	56	46	118
III.	0	9	18	21	48
Total..	11	26	81	69	187

29. I will now give a brief sketch of each district. The Ahmedabad collectorate has the largest average number of boys

per school, and the total numbers have increased 25 per cent. since 1855. It contains no school of the highest rank in both courses of study and proficiency, and there are good many of the lowest. Banian boys are more numerous in this than in any other district. It is worthy of remark, that though intelligence and general liberality have made so much progress in the city of Ahmedabad, the number of boys at school is low, especially when compared with that of girls, than which it is little more than double. The Kaira collectorate shows the greatest advance during the past four years. It has several schools of the largest size, and giving first class instruction, and more girls' schools have been got up in it than elsewhere. It is a very important educational centre, and is likely to exercise a beneficial influence on the surrounding districts, especially the Rewa Kanta.

30. The Broach collectorate is mediocre in all respects; the schools in an average condition; the numbers stationary. Many of the schools are in villages having a mostly agricultural population, naturally disinclined to study, and the inconvenience of the anna fee is a good deal felt. The schools in the Surat collectorate are on the whole superior to those in the Ahmedabad, and inferior to those in the Kaira collectorate, but the numbers have slightly declined, being no more than they were in 1855, and the schools in the districts do not seem in much repute. Bad school-houses, and ill paid and consequently inefficient teachers, are the only causes to which I can ascribe this.

31. In the Khandeish collectorate Brahmin scholars are more numerous than in any other part of the division. There are several schools nominally teaching a high course, but in them, as in the Guzerat schools in 1855, more unpretending but useful subjects do not receive sufficient attention. The teachers are, many of them, inefficient and discontented. It is a remarkable fact, corroborative of this, that while in Guzerat the indigenous schools almost invariably disappear before or retire from competition with the Government ones, in Khandeish they flourish in spite of the high fees charged in them, while the latter are low in pupils and reputation. The people have, however, this year shown a favourable disposition and made liberal contributions for new school-houses, and it is hoped that, in spite of the difficulty of obtaining good masters, and other obstacles, matters will ere long improve. The Tanna collectorate contains a greater number of pupils of miscellaneous castes than

any other part of the division, and the percentage at school to the population of the towns where the schools are is also much higher than elsewhere, being 2·7 per cent. The schools, however, are very mediocre in course of study and efficiency. Rao Saheb Narayen Bhai reports that the numbers are falling off, chiefly owing to the monthly and entrance fees, and that the system of teaching has not improved, through the masters being all untrained, and either old men who have served for nearly twenty years in one locality, or youths picked up out of the schools. I may add, that the average of their pay is unusually low, and that there is not a good school-house in the collectorate. Of the two principal defects in the Tanna and Khandeish collectorates, bad school-houses and bad teachers, the former is in course of remedy in both districts, but against the latter no good provision exists.

32. In Kattiawar, both schools and scholars have almost doubled in number since 1855, and the former are generally popular. In efficiency, however, they are hardly equal to those in the Ahmedabad collectorate, as one cause for which may be mentioned the difficulty of finding good masters among the natives of the province and of inducing persons from other districts to accept employment at such a distance. In Pahlunpoor the number of boys has nearly doubled, owing to the success of one school under a new master; but otherwise matters are stationary, and there are no means of opening new schools. In the Mahee Kanta the educational department has no connection with any school except that at Sadra, which is to be regretted, as there appear to be many openings for improvement. In the Rewa Kanta a great advance has been made, consequent on the appointment of a deputy inspector; but as the schools which he has been the means of getting up were not actually opened till after the close of the year, I shall reserve more detailed notice of them for next year's report. The one school in the Surat Agency thrives as well as can be expected at present in so small and uncivilised a place as Bansda. The schools in the Penth State are all of the lowest class. Arrangements were made for their improvement by means of new school-houses and better masters, but not till after the close of the year under report.

33. *Young chiefs.*—H. H. the Nawab of Junaghur has entirely given up studying, and, but that he retains his tutor, any mention of him would be unnecessary. The Kooer of Wudwan, the Thakoor of Luktur, and the two young princes of Palitana, are still going

on satisfactorily, and the Kooers of Malia and Kotda promise very well; but about the payment of the tutor of the latter, difficulties have unfortunately arisen, which may lead to the discontinuance of his studies. The Poorbunder princes have done nothing during the year, but it is hoped that an improvement will take place under a new tutor, who has been engaged. The studies of the Thakoor of Chuda are now almost nominal. There are seventeen little chiefs on the rolls of the school at Sadra in the Mahee Kanta, but some of them have been absent for nearly two years, and only four were present at my examination. They, however, were getting on very satisfactorily. The experiment of trying to educate the young Mahee Kanta chiefs, by bringing them into Sadra, has now been tried for some years, but with very imperfect success. As far as I have been able to ascertain, this is attributable to the rather natural reluctance of their parents to their remaining out of their sight for almost the whole year, and, perhaps, to a feeling that the Sadra education has something of an eleemosynary character. I would respectfully suggest, whether it would not be advisable to try a change of policy, and to adopt the system which has been followed with much success in Kattiawar, of inducing the chiefs to engage tutors on moderate salaries to teach their children at their own homes. The expense of this plan would probably be little, if at all, greater than that of sending them to Sadra with separate establishments, and there would be the advantage that not only the young chiefs themselves, but their relations, and possibly (as is mostly the case in Kattiawar) a number of boys from the village would be placed under instruction.

34. *Normal training.*—The Rajkote normal class continues to be useful in furnishing teachers, and is sufficiently attractive to keep in the vernacular school a separate class of six candidates for admission to it. The Deesa normal class is still unorganised, and the first and second normal classes at Surat have been held in abeyance during the year, their transfer to the Ahmedabad training school being contemplated. Only three out of the ten candidate masterships in the Tanna collectorate have been filled up during the year. The plan which has been adopted with this class, of distributing the members among the vernacular schools in the districts, has not been successful. They have been regarded by the schoolmasters merely as extra assistants, to be made use of in working their schools, and have personally improved themselves but little. What

the class requires is, concentration at one place, a large school to practise in, and a good separate teacher. For the former, arrangements could be made, but the latter cannot be provided without an increase of expense, at present impracticable, which is much to be regretted, as there is at present a great want of competent teachers for both the Tanna collectorate and Penth State.

35. *Ahmedabad training school.*—The Ahmedabad training school was taken under my direct charge in June 1858, and remained so until my departure on circuit, about six months afterwards. A searching examination, chiefly on paper, took place in June, and showed that a considerable number of the students had attained remarkable proficiency in the subject matter of the instruction, but that none knew much of the principles or art of teaching. The time-table was consequently re-arranged to obviate this and minor defects which had come to light. During my stay at Ahmedabad, the students were practised in class teaching only, under the standing arrangement by which each in turn has sole charge of a class in the practising school for a week, but they were present in turn at gallery lessons, two of which were given daily in the schools by either myself or the deputy inspectors in my presence. They also attended a course of vernacular lectures on school management, delivered by Mr. Myputram, on the basis of the English lectures referred to in paragraph 5, and at an examination, to which they were subjected, showed great improvement in their knowledge of the subject. In drawing, Mr. Peile was good enough to give them an hour's instruction daily. After my departure, the students commenced giving gallery lessons, which were criticised by the teachers, and went through their notes on the lectures on school management. I append Table VII.* showing the subjects and extent of their studies at the close of the year, at which time they had been two years under instruction.

36. The appointment of an additional master, on Rs. 16 per mensem, to have exclusive charge of the model school, which was effected in July, by the reduction of the establishment of a neighbouring school, enabled the entire time of the two other masters to be devoted to teaching the students and supervising them while in the practising school, and caused considerable improvement in progress and discipline. Teachers, receiving only from Rs. 16 to

* Not printed.

Rs. 40 per mensem, and consequently of the rank and education of mere vernacular schoolmasters, have not, however, sufficient talent and weight of character to regulate and keep up discipline in so large an institution, and cannot even be implicitly trusted to adhere to the regulations. To make the institution thoroughly efficient as a divisional training school, a European head master, with a native assistant of high rank and education, are indispensable, as also a suitable building, since the present one, though the best that can be rented, is confined and inconvenient as regards both the class rooms, the residences of the teachers and students, and objectionable in other respects.

37. *Aided schools.*—The most considerable institution of the "aided" class is the Nowsaree Zerdushi Madresa, which contains 273 pupils, of whom 71 are in the English and 202 in the vernacular department. The manner in which it has been founded and organised reflects great credit; the former on the trustees, the latter on the head master. The deputy inspector's report of it is on the whole favourable, though it appears that the establishment is hardly sufficient to ensure thorough efficiency in either the English or vernacular departments. The Parsee Punchayet English school at Surat is reported as in a good state, and with increasing numbers. Of the vernacular schools, supported by that body, two in Surat (Rustompoora and Wankee Bardee) are efficient and improving, three (at Broach, Bilimora, and Tarapoor) are in a middling condition, and the remaining four are extremely inefficient. I may add, that the Punchayet has placed all its schools under the direct management of this department from the commencement of the currrent year. The Persian and Guzeratee regimental schools of the Guzerat Irregular Horse have been brought more directly under this department at the request of the commanding officer and committee, and there was a considerable increase in pupils at the end of the year. The girls' school, established at Bhownuggur by the Thakore with his usual liberality, is in a flourishing condition, as are also the three schools, containing 330 girls, founded by Rao Bhadoor Muggonbhai Kurrumchund and Nek Namdar Shetanee Hurkooerbai. The latter has this year built a handsome building for her school, at a cost of about Rs. 6,000.

38. *Private schools.*—Very few indigenous schools have been visited this year, owing to the short time which the deputy inspectors were able to travel. The grant of a few books to such masters

as would agree to use them, was sanctioned shortly before the close of the year, but did not come into operation.

39. *Native libraries.*—The Hemabhai Institute at Ahmedabad continues in a very satisfactory state, and reflects great credit on the secretary, Mr. Curtis. Every half-year shows an advance on the preceding, both in the number of members, which is now 225, the issue of books and periodicals, which reached 2,963 in the last half-year, and the amount of subscriptions, which was Rs. 878 for the year. From the Surat Andrew's Library a report has at length been received, and similar ones are promised regularly in future. The efforts of the committee appear to have been directed to clearing the institution from debt, part of which had been incurred to purchase the station library, and to internal organisation, cataloguing books, &c. The members are 93 in number—18 of them Europeans, and the subscriptions amounted to Rs. 555 for the year. The Tanna native library is not, I regret to state, in a satisfactory condition, having become, through want of energetic management, a mere newspaper reading-room.

IV.—*School Books.*

40. *Organisation of book department.*—It having been decided to make the book department a distinct one, under a curator of the central depôt at Bombay, and consisting, for English books, of a depôt at each English school, and for vernacular ones of principal branch depôts at Poona and Ahmedabad, under them a branch depôt for each collectorate or agency, and under the branch depôts, again, a school depôt at each school, this organisation has been pretty nearly completed during the year under report. English school depôts, which had previously existed under another name, were furnished with a set of rules, and made over in August to the curator, with whom they were to correspond direct. The principal branch depôt-keeper at Ahmedabad took charge on July 1st, and was located in some spare rooms at the training school. During the rains his accounts were put in order, and the stocks in the six subordinate branch depôts* brought on them. Rules for his guidance, and that of the branch depôt-keepers and school depôt-keepers (or schoolmasters), were also drawn up, and the charge of the vernacular department was finally made over to the curator in November. The amount of security to be furnished by school-

* Neriad, Rajkote, Broach, Deesa, Surat, Godra.

masters for the faithful performance of all their duties, including the sale of books, not having been decided till January, the organisation of the school depôts was barely completed by the end of the official year. I may add, that a license was given to a spirited private individual, who undertook to open shops at eleven large towns, chiefly in foreign territory. The above relates to Guzerat. In Khandeish and Tanna the rules were not issued till April, and none of the depôts were in operation by the close of the year.

41. To offer an opinion on the working of the new system would be premature; but I venture to suggest a doubt whether Rs. 25 per mensem is a salary sufficient to secure, as principal branch depôt-keeper at Ahmedabad, a person competent and to be trusted to keep order in the accounts of the already large and rapidly increasing transactions of the book department in Guzerat, and check irregularities on the part of his subordinates. The policy of the curator will, I trust, be to strive energetically to secure the two great *desiderata*,—lowness of price and good distribution. For the former, much larger editions than have been customary, cheap paper, procured specially from England, and attention to printers' terms, economy of space in type, and other *minutiæ*, will be required; for the latter, vigilance over the balances in the up-country depôts, so as to anticipate indents, if possible, and promptness in meeting the latter when actually made.

43. There is still a steady increase in the number of vernacular books issued in Guzerat, amounting in the present year to 18 per cent. It is remarkable, that the amount paid is, however, slightly lower than last year—a fact which, while it shows how immensely books have been cheapened, and how much more generally in demand than formerly, would appear to indicate that parents consider a certain sum the proper one to spend on their children's school-books, but, though ready to take as many books as they can get for that, do not as yet think it necessary to increase it.

Years.	Number.	Value.		
		Rs.	a.	p.
1853-54	2,405	1,377	9	0
1855-56	2,243	1,809	10	6
1856-57	12,416	6,322	1	9
1857-58	16,494	5,024	15	11
1858-59	19,580	4,926	7	3

44. *New Guzeratee publications.*—Another edition of both parts of the new geography has been brought out, as also one of

the Youth's Book on Natural Theology, revised by Dr. Glasgow, the Guzeratee translator in the educational department. That gentleman has also revised the Moral Class Book, with a view to a new edition, but it was not sent to press till after the close of the year. Under the head of new works, come a complete Manual of Surveying, a book on Oral Lessons, an Essay on Municipal Conservancy, by Dulputram Dayabhai, and the first part of Euclid, translated by Mr. Graham. The other two parts of the latter were in the press at the end of the year, at which time a translation of Keightley's Universal History, by Dr. Glasgow, as also Mr. Muggunlal Wukutchand's long promised History of Guzerat, were ready for printing.

39. *The Reading Series.*—To the preparation of the new series of Reading Books alluded to in paragraph 54 of my last report, the strength of the department has been chiefly directed, and it must be considered as the main result of the year's operations. At the beginning of June, Rao Shaeb Bhogilal Pranvulubhdass and Mohunlal Runchordass and Mr. Myputram Roopram were relieved from their ordinary duties as deputy inspectors, and constituted a school-book committee, under the presidency of the first-named gentleman. An arrangement was at the same time made with Mr. Dulputram Dayabhai, the well-known poet and assistant secretary to the Guzerat Vernacular Society, for his writing pieces of poetry for the new series during his leisure hours. In October, Rao Saheb Bhogilal's return to his charge at Rajkote became indispensable, so he was succeeded as president by Rao Saheb Mohunlal, and two new members were added to the committee,—Mr. Mayaram Shamboonath, the Kaira deputy inspector, who had from the first voluntarily given much of his leisure to the work, and Mr. Dulpatram Dayabhai, whom the secretary to the Guzerat Vernacular Society, Mr. Curtis, most obligingly allowed to attend the committee on alternate days. Rao Saheb Pranlal Mathuradas, the Dholka deputy inspector, also at this time undertook the translation of all the historical lessons of the series from some very interesting ones prepared in English by Mr. Peile. These arrangements continued in force until the dissolution of the committee on the completion of its labours in February. I beg respectfully to mention, for favourable notice, the exertions made by each of the above gentlemen to perform his share in the best possible manner, the cheerfulness with which all gave up during many months their private time for the purpose, and the forbearance displayed under

the criticisms which were frequently indispensable. They were throughout actuated by the desire not merely to discharge their official duty, but to produce what would be effective towards the moral and intellectual improvement of their fellow-countrymen, and the recognition of their having succeeded in this will, I am sure, be esteemed by all their best reward.

46. The first month was mostly spent in reading through all the existing school-books and the Dnyan Prasaruk, Jugut Premi, Buddhivardhak, and other magazines, in the expectation of finding a large quantity of matter suitable for insertion. The majority of articles proved, however, to be either written from a point of view not suited for school reading-books, or in need of much verbal correction, and comparatively little was ultimately obtained from these sources. The mode of operation then adopted was for me to furnish the committee with lists of subjects for lessons with references to English works, in which information regarding them could be obtained, and of lessons in the Christian Knowledge, Irish National, Madras, and other series of reading-books, on subjects likely to be useful or appreciated here. Each member took the class of subjects most suited to his turn of mind, and prepared lessons, which were first read aloud and criticised by the whole committee, and then submitted to me for revision. These lessons were very rarely mere translations, but either adaptations suited in style and argument to native modes of thought, or original pieces, some entirely new and others embodying information derived from English sources. Persons of the "Vyas," or story-teller class, were also paid to recite the popular legends and songs they knew, the most suitable of which were taken down and made into lessons. The endeavour throughout was to afford European knowledge and good moral principles in a form suited to the Indian mind and attractive to children, and expressed in language thoroughly idiomatic and familiar.

47. The great uncertainty as to Guzeratee orthography which had hitherto prevailed presenting a serious difficulty, an agreement regarding a number of the most disputed points was, after much discussion, drawn up and signed by all the members of the committee and some other individuals of note, and the orthography of about 7,000 of the chief words in the series, which were picked out for the purpose, was settled in accordance with it and the general sense of the committee. The agreement subsequently received the general approval of Dr. Glasgow, the Guzeratee translator, and will, I trust,

prove a step towards greater orthographical uniformity in future. Anything like a final settlement of the whole question can hardly be expected until a first-class Guzeratee dictionary shall have been published.

48. On the completion of the books they were sent for the perusal of Dr. Glasgow, who passed an opinion on the whole highly favourable to them, and suggested many excellent emendations. They were afterwards sent to Rajkote to be copied out fair and in accordance with the orthographical agreement and glossary, under the superintendance of Rao Saheb Bhogilal, and printing was not commenced until after the close of the year under report.

49. *Increase of books in future.*—The publication of the above works, and of an arithmetic, an algebra, and some maps which are now in progress, will leave little to be supplied for the completion of a Guzeratee school course and appliances suited to present wants, except a History of England and a series of diagrams of plants, animals, physiology, astronomy, and mechanics. But as regards general literature, even to the extent of works of reference on ordinary subjects, and of interesting information on which to pass a leisure hour, there is a vast void, in partially supplying which the Educational Department may find ample and important employment for some years to come. A Treasury of Knowledge and a few books of entire Voyages and Travels may be named as among the first *desiderata*. In this great work it will have the aid of the Guzeratee Vernacular Society as far as circumstances will permit; but it is from the Guzeratee educated public, from the young men whom the colleges and high schools have for years been turning out with improved knowledge and mental powers, that it is entitled to expect the most important assistance. Will not these form themselves into a vanguard to lead their countrymen on to the combat with ignorance and prejudice, in which the stake is European civilisation, wealth, and greatness? The Educational Department, in its large editions and low prices, suggests the principles on which works should be brought out, and affords to private individuals an agent for their sale in every Government schoolmaster throughout the country. Will none bestir themselves in the matter?

(True extract)

(Signed) E. I. Howard,
Director of Public Instruction.

APPENDIX [H].

EXTRACT REPORT BY CAPT. J. F. LESTER, EDUCATIONAL INSPECTOR, SOUTHERN DIVISION, FOR 1858-59.

6. I proceeded on my tour of inspection early in November, visiting first the schools in the Rutnagherry sub-division and in the Political State of Sawunt Waree. The schools in the districts of the Dharwar sub-division were next inspected. The distance travelled during the season was 1,035 miles, and the number of schools inspected sixty-six.

Government	English	schools	3
Ditto	Vernacular	do	44
Political	English	do	1
Ditto	Vernacular	do	4
Private	Ditto	do	4
Military	Ditto	do (for grant-in-aid)	2
Indigenous	Ditto		8
		Total	66

The deputy inspectors have also been active in travelling, and in the work of school inspection and improvement.

7. On the 1st January, the English school at Dharwar was re-opened under favourable auspices. It had been temporarily closed in September 1857, in consequence of the people's share of subscription having fallen greatly into arrear. The school has been placed under an efficient and popular master, and is now well attended. The number of boys on the register is eighty-six. This is more than the master can well manage alone. Accordingly, I lately appointed an assistant on a salary of Rs. 10, to be paid from the allowance granted by Government (viz. Rs. 20 monthly). This has caused a proportionate reduction in the head master's salary. I trust, however, that the augmentation of Rs. 30 monthly to the master's salary, promised (when available) from the funds of the Ahmednuggur English school, will ere long be available.

8. The Jageerdars' school at Belgaum has been brought under Government inspection this year. The school is entirely supported by the Jageerdars or Sirdars of the Southern Muratha Country. The amount annually subscribed is Rs. 4,029, and the income from fees between July 1857 and August 1858 amounted to Rs. 376. The aggregate income, therefore, may be estimated at about Rs. 4,400 annually.

Subscribers.	Annual Subscription.
	Rs.
The Chief of Sanglee	1,500
The Chiefs of Koondwar	600
The Chief of Hera	25
Ditto Tukoondee	5
Ditto Meeruj	500
Ditto Sownoor	24
Ditto Gujendrugur	30
Ditto Chachudee	10
Ditto Gudgolee	5
Ditto Moodhole	200
Ditto Koonoor	25
Ditto Nerlee	30
Ditto Dhanwad	24
Ditto Alloor	15
Ditto Jamkhundee	1,000
Ditto Wuntmoree	36
Total.. Rs.	4,029

9. The annual expenditure is about Rs. 3,084, leaving a surplus of Rs. 1,316 annually. The accumulated surplus amounted to Rs. 8,212-10-0 on the 15th September last.

1	Head Master	Rs.	150	per mensem.
1	Sanscrit do.	„	40	„
1	Canarese do.	„	30	„
1	Assistant do.	„	12	„
1	Ditto do.	„	8	„
2	Peons	„	7	„
1	Bheestee	„	4	„
1	Gardener and Hammal	„	4	„
1	Sweeper	„	2	„
	Monthly expenditure	Rs.	257	

10. The school, when I inspected it in March last, had greatly fallen off since the inspection which I took of it about a year previously. The head master was absent on leave, and the whole school was in a disorganised and undisciplined state. It is now, however, improving greatly. The attendance during the last few months has greatly increased, and there is more order and discipline in the school. I have frequently visited it during the monsoon.

11. I attempted to introduce the system obtaining in our Government schools, of limiting the number of free students to 20 per cent. on the fee-paying pupils. But the proposal was stoutly resisted by the Sirdars, who informed me, through their Vukeels (whom I met in a body), that they would consider the adoption of such a measure an innovation on their just rights and privileges. After some correspondence with the Political Agent, I have determined for the present to let matters remain in this respect unaltered. I disapprove of its continuance altogether, as admitting a great number of free scholars, whose sole object in coming is not to attain to any advanced stage of English scholarship, but to pick up the merest smattering of English, in order to bring it up as an extra subject at the biennial examination of candidates for admission into the lower grades of the Public Service. These free scholars are, for the most part, very irregular in their attendance, absenting themselves for weeks and even months, learning a little, and forgetting that little during their protracted periods of absence, and thus clogging the progress of their school-fellows and of the school generally. Any youth is admitted a free scholar on bringing a "Thylee," or note of introduction, from a contributing Sirdar. Lately, out of a total attendance of 80, there were 56 free students. I have hopes, however, of checking this truant spirit by other means, and I trust in my next report to be able to speak of improvement in this and in other respects.

12. I am about to supply the school with a good library and reading room, and with school and philosophical apparatus. The Political Agent has sanctioned an outlay of Rs. 1,500 for this purpose.

13. The school building is an excellent one, having numerous, large, well-ventilated rooms. Two of these rooms have been temporarily given up to the Collector and to the Political Agent, but there yet remain a number sufficient for the school in its present strength.

14. The English school at Rutnagherry was inspected by me in December last. There were 66 pupils on the register, and 57 present at the examination. As the Rutnagherry districts had then but recently come under my charge, this was my first visit to this school. I was pleased with its general efficiency. The master has been for some years at the head of the school. The scholars are intelligent, and acquitted themselves generally well. In English reading and explanation, the senior classes did well. The reading was clear and fluent, and the pronunciation good. A little more attention is required to punctuation and expression. In other branches of study, the scholars acquitted themselves fairly. I may report of this school that, in general progress and discipline, it is decidedly one of the best I have seen, and reflects credit on the master, Rao Saheb Ramchundra Dinnanathjee.

15. The school is wholly supported by the State, the inhabitants of Rutnagherry still remaining unwilling to assist in its support.

16. I regret to add, that this is generally the case with regard to the vernacular schools throughout the Southern Concan. Out of 27 vernacular schools, 17 are supported wholly by Government.

17. But, as an offset to this, I may say that the schools in these districts are, in every respect, better than those in the Southern Muratha Country, which are, for the most part, on the partially self-supporting system. The attendance is invariably larger, the attainments of the scholars far higher and better, and the discipline more satisfactory. I do not attribute this, however, so much to the difference between the two systems on which the schools are respectively established in the two sub-divisions abovenamed, as to the natural superiority in general intelligence, quickness of apprehension, and strong, retentive powers of memory of the Concanees over their fellow-countrymen above the Ghauts. The traveller cannot but be struck with the difference between the two races, and the general superiority in almost every respect of the inhabitants of the Concan. Their habits and customs are different from those of the Dekkanees; their towns and villages, always picturesquely situated, are the perfection of neatness and cleanliness, and the people themselves, although professedly poor, give the contrary impression, from their apparent healthiness and general cheerfulness and good humour.

18. The vernacular schools here noted are the best in the Southern Concan :—

	Average attendance.
Rutnagherry, No. I.	116
Ditto „ II.	166
Dabhole	120
Gohagur	105
Moorood	70
Chiploon	105
Unjunwell	58
Malwan	143
Malgoond	86
Rajapoor	54
Hurnee	59

These are all good schools, under very intelligent and superior masters. They are purely vernacular; the masters themselves are wholly ignorant of English. They also labour under another disadvantage,—they have had no school training; they know little or nothing of the art of teaching. But their own natural intelligence compensates a good deal for this, and I do not think them, as *vernacular* teachers, in the mass, a whit inferior to the trained masters from the Poona normal class.

19. There has been a slight falling off in the Rutnagherry subdivision in the attendance this year, the number being 1,857 against 2,102 last year, being a difference of 245 or 8·7 per school.

21. There has been no diminution in the number of schools in the Dharwar sub-division. Besides the two English schools already spoken of, there are 58 vernacular schools, whereof 39 are partially and 19 wholly supported by the State. Five schools have, in the course of the year, been converted into partially self-supporting ones. There is in this sub-division, as in that of Rutnagherry, a slight falling off in the average attendance, the numbers being in 1857-58, 3,447, and in 1858-59, 3,201; being a deficit of 246 or 4·16 per school.

22. Some difficulty has been experienced in the course of the year in keeping the people true to their engagements in the maintenance of partially self-supporting schools. There were several in the early part of the year, of whose continued existence I had very serious doubts. Through Mr. Baker's personal exertions, however, nearly all of them have been recovered and placed on a proper

footing. I trust they may succeed; but it will require the unwearied exertions of the officers of this department to keep them in order. The partially self-supporting system has been so often reported on and spoken about, that it is needless for me to say anything more than that every day's experience proves its utter worthlessness. Its success depends very materially on the amount of support and local supervision and influence which district revenue officers can give it, and that has been shown to be utterly inadequate to its requirements. Like the Hulkabundee system of the North-Western Provinces, its fate rests, though not to the same extent, in the hands of district revenue officers.

23. I inspected nearly all the vernacular schools in the Political districts of Sawunt Waree. The most important school is in the town of Sawunt Waree. The number of pupils on the register was 234, but the average attendance was only 129. There were present at the time of examination 200 scholars, of whom 125 were paying pupils. The school is entirely supported from the revenues of the State. It is under a head master assisted by three assistant masters. Colonel Auld, the late Political Superintendent, accompanied me to the inspection. The school was in a very efficient state. The senior classes read and wrote Murathee in both the Balbodh and Modee characters. They answered very fairly in grammar and geography; had read a little of the history of England and of India. They excelled, however, in mathematics, many of them being acquainted with six books of Euclid, algebra, and trigonometry.

24. Colonel Auld had lately established an English class or school. It had only been five months in existence at the time of my inspection. There were twenty-nine pupils present. They had not, of course, made much progress, but there were several intelligent boys present, who, I have no doubt, will get on well.

25. The vernacular schools at Koodall and Banda were examined. The former was not in a very promising state, but the school at Banda had a large attendance and some very sharp, intelligent boys. There were seventy-seven present at my inspection, and I have no doubt I shall find the school very much improved at my next visit. The master had not, at the time of my last inspection, been more than nine months in charge of the school.

26. At the request of the Political Superintendent, Colonel Auld, I examined the sons of the Sur Dessaee of Waree,—Bhawoo Saheb,

Abba Saheb, and Bawa Saheb. They were examined in Murathee and in a little English. The Balmitra was the book selected for Murathee reading. Passages from this were read by the two elder sons. The reading was fluent but not clear, and the explanation given showed that they understood what had been read. They knew scarcely anything of grammar. They exhibited some general acquaintance with the four quarters of the globe, and had read and were able to answer pretty well a few questions in Murathee history. They had been taught a little algebra and Euclid, and worked correctly a few questions given in the former. Their handwriting, both in Modee and Balbodh, was excellent. The second son, Abba Saheb, is far more intelligent than his elder brother.

27. The third son, Bawa Saheb, has a very painful impediment in his speech. It was not possible, therefore, to subject him to a very extensive examination. He read a little from Esop's Fables, and answered a few questions very fairly in grammar and geography.

28. The two eldest have learnt a little English, but their acquaintance with it is quite rudimentary, and I do not think it likely that it will ever be much more than that. They appear to be naturally of a very inert and slothful disposition; and I was informed by the Political Superintendent that they have no real desire or taste for learning. Their attention to their studies is very irregular and desultory.

29. The candidate teachers' class at Dharwar was examined closely by me, and a special report on its state was made in my letter No. 139, dated the 10th February last. I felt it my duty again to urge the appointment of a separate master for it. I am not at all satisfied with the present arrangement of having it under the joint charge of the head masters of the Murathee and Canarese schools at Dharwar. Both these functionaries have quite enough to do in their own schools, and one of them has charge of the branch book depôt. I trust sincerely that when the present financial pressure abates, Government will be pleased to sanction the appointment of a properly qualified and independent teacher to this very important class. It is the only seminary of the kind in these districts. A normal class for training Canarese teachers for elementary schools exists in connection with the German Mission school at Mangalore; but the Director of Public Instruction at Madras, in a letter lately addressed to you, seems to doubt (from the reports which he has received of its progress) the efficiency of the arrangements, and

"to think that it is not so constituted as to supersede the necessity of establishing a class for training Canarese teachers in your* Presidency." The deputy inspector of schools in the Malabar and Canara districts is about to report fully on its working, and the director has promised you a copy of his report.

30. I am respectfully of opinion, however, that it would be far better to have a training class of our own, and not to look to Madras for our Canarese teachers. The dialect of the Canarese spoken in this Presidency is very different from the pure language of Canara, and it would take some time before teachers from the Madras districts could pick up the *patois* spoken here, so as to make themselves intelligible or to teach with effect in our schools.

31. There are at present nine candidates under instruction in the class at Dharwar. At the time of my inspection (in February) there were ten present, of whom nine had been admitted since the previous November. They were not therefore very forward, and the class altogether was in a very lax and inefficient state. I purposed to have transferred it bodily to Belgaum, but being unable to find a building for it without incurring additional expense, I abandoned the plan for the present, and then thought of placing the class under the master of the English school at Dharwar, a very intelligent man and a good Canarese scholar. But this was found impracticable, chiefly on account of the large and increasing number of scholars in the English school, who required the whole time and attention of the master; and, secondly, on account of the want of accommodation in the school-room itself. Sanction was lately given to apply the sum of Rs. 15 from the funds allowed by Government (Rs. 60 a month) to the pay of a teacher, and to make a reduction of the sanctioned maximum of scholars from 20 to 15. The sum saved by this reduction of five scholars would, at the rate of Rs. 3 each per mensem, afford a sum for the pay of a separate teacher. This plan will do as a temporary one, but it will require a better teacher than can be had for Rs. 15 to bring the class into a proper state of efficiency.

32. The English schools in the Presidency were subjected to examination, in September, by committees nominated for the purpose. The schools in the old Deccan division were then under my charge, and it gave me much pleasure to report generally a marked improvement in the papers over those from the same schools in the

* The Bombay.

preceding year. I had the honour of submitting a very full report of the results of this examination in my letter No. 465, dated the 18th May last.

33. Book depositories were established throughout the Presidency in the early part of the present official year. A principal branch depôt has been established at Belgaum, chiefly for the sale of Canarese books, with a branch depôt at Dharwar. A branch depôt at Rutnagherry, in connection with the principal branch at Poona, for the sale of Murathee publications, has also been established. All these institutions are, I believe, working well, and are likely to be of much value. Masters of schools have, on giving a security of Rs. 200, been allowed to sell books, receiving a commission of Rs. 10 per cent. on their sale.

34. Our Canarese series of books has lately had a very valuable addition made to it in a new Canarese dictionary, which has lately been published by the Wesleyan missionaries at Bangalore. One hundred copies of this work were subscribed for by you and have been received.

35. We have also received fifty copies of a new English and Canarese grammar, which has also been published by the Wesleyan missionaries.

36. These two works have been long regarded as *desiderata* by European students of Canarese, and by those whose duties brought them into contact with a Canarese-speaking population. They are printed in a beautiful clear type (both the Canarese and English texts) and on good paper, and the volumes are well and strongly bound.

37. I have been in communication with the Rev. G. Kies, of the Mangalore German mission, a finished Canarese scholar, who is at present stationed at Goolidgood in this collectorate. He has very kindly offered his advice and co-operation in the extension of our Canarese series of school-books. The Mangalore spelling book, which has been prepared by him and published in four parts, appeared so well adapted, after a few alterations, for the junior classes in our Canarese schools, that, on my recommendation, you gave sanction for the purchase of this work. It has been modified a little, and published for us in three parts. The price of each part is one pie, four pies, and nine pies respectively, or one anna and two pies for the whole set. The type used is the same as that employed by the Bangalore missionaries, and is very clear, and

altogether superior to anything we have had before, while the whole getting up of these little books is extremely creditable, and the price so low as to bring them within the reach of the poorest children. I consider these books a very useful addition to our school series.

38. Mr. Kies is at present engaged in revising the Canarese translation of Balshastree's Outlines of Geography. The present translation is very faulty, and is further objectionable in the fact of its being lithographed. Mr. Kies has undertaken to revise and improve it, and to publish it at three annas per copy, on the condition of two thousand copies being given him. The work will be printed in the same beautiful type used by the Bangalore missionaries. This arrangement has been approved and sanctioned by you. The new edition will be a great improvement over the old one; it will, in fact, from the trouble which Mr. Kies has taken with it, be almost a new work.

39. In addition to the various educational works which have been prepared under your more immediate supervision, the masters of the Murathee school No. 2 at Rutnagherry, and of the Murathee school at Dharwar, have been engaged during the year in the preparation and translation of works. By the former, a mathematical work is in course of preparation, which is to be published in five parts:—Arithmetic of integers, ditto of fractions; algebra; logarithms; geometry. Of these, four have been prepared and submitted. The price at which they are published will render them accessible to poor scholars, who will further find an advantage in being able to purchase only that part which is their immediate subject of study, and thus be spared the expense of purchasing a complete volume of mathematics, the greater portion of which they may not require, perhaps, for some years. The master of the Dharwar Murathee school is translating a small History of England, which will, I think, be found useful in our schools.

40. No grants-in-aid have been sanctioned this year, owing to the financial embarrassments of the State. Three applications for aid have been received, and are, for the present, held in abeyance.

41. Neither have any new schools been established for a like reason. There is, however, a growing desire for schools throughout my division. I have received from the inhabitants of the following towns applications for schools, with promises of local support by subscription:—

Dharwar Sub-Division.		Rutnagherry Sub-Division.
Kalludgee.	Baghewaree.	Hurnee.
Keroor.	Teggoor.	Lanje.
Gootul.	Moogud.	Sungmeshwur.
Chandgurh.	Gurrug.	Kharapttun.
Hulsee.	Adoor.	Koondgaom.
Mundigurh.	Nurrendra.	
Anigherry.	Dummul.	
Hombul.	Nurgoond.	

I have not been able to comply with this great demand; but I trust the time is at hand when the wants of these people will be supplied. So great is the desire evinced for education, that at one place (Teygoor) the inhabitants have subscribed in advance a year's subscription, and only await the assistance of Government; and I believe there are many other places where the people are ready to do the same. I regret very much that where sincere manifestations, such as the above, are shown, that we should not be in a position to meet and encourage them.

42. I have inspected, during my tour, a few indigenous schools, both in the Concan and Deccan. They are very similar in their general character. The masters nominally receive from two to four annas a month, but payments are irregular, and in very many instances evaded altogether, by boys running away from the school in which they had been receiving instruction to some other one in the neighbourhood, while the poor Puntojees are too much under bondage to venture to resist the injustice. My visits to these schools have always been acceptable to the people, who generally crowded in numbers to meet me. A present of a few books and words of encouragement have always acted as a charm, if the countenance of the people may be accepted as a faithful index of what was passing in their minds; and I have almost invariably heard the hope expressed that I would come and see them again.

43. In the North-Western Provinces, and in Lower Bengal, as also in the Rajahmundry sub-division of the Madras Presidency, systems have been introduced, whereby the Government schools have been brought to influence, indirectly, the indigenous schools of the districts. All these systems have been productive of good to a greater or less degree; and there cannot, in my humble opinion, be

a doubt of the tendency to good which must result from any system, however imperfect, which brings Government schools, with their higher standards of education and discipline, into contact with the common schools of the country, which are, for the most part, without books, without order or discipline of any kind, and, worse still, whose masters are generally men without hope and without encouragement of any kind.

45. I beg to make favourable mention of the deputy inspectors, Mr. Baker, in the Dharwar Sub-Division, and Mr. Mahadeo Wassoodeo, in the Rutnagherry Sub-Division, who have, with much diligence and care, performed their duties in their respective districts.

46. I beg also to mention with thankfulness the cordial co-operation and assistance of Mr. Ogilvy, the Collector, and of Mr. Stewart Gordon, the Assistant Collector of the Dharwar collectorate; as also of many of the district revenue officers in my division. My thankful acknowledgments are also due to the following gentlemen, who very kindly assisted in the committees of examination of Government English schools in September 1858 :—

C. F. H. Shaw, Esq., Civil Service.....	Ahmednuggur.
Dr. Fraser, Civil Surgeon	Ditto.
The Principal Sudder Ameen	Ditto.
W. H. Havelock, Esq., Civil Service.....	Belgaum.
Dr. Mills, Civil Surgeon	Ditto.
Major Candy	Poona.
E. Arnold, Esq.	Ditto.
Rao Saheb Narrayen Bhai	Ditto.
Dr. Mackenzie, Civil Surgeon.....	Dhoolia.
J. B. Richey, Esq.	Ditto.
The Principal Sudder Ameen.....	Ditto.
R. H. Pinhey, Esq., Civil Service	Sattara.
Mr. MacFarlan, Ditto	Ditto.
Principal Sudder Ameen.....	Ditto.
J. A. G. Duff, Esq., Civil Service	Sholapoor.
Dr. Sylvester, Civil Surgeon	Ditto.
The Principal Sudder Ameen.....	Ditto.

(True extract)

(Signed) E. I. HOWARD,
Director of Public Instruction.

APPENDIX [I].

EXTRACT REPORT BY MAJOR F. J. GOLDSMID, OFFICIATING EDUCATIONAL INSPECTOR, SIND DIVISION, FOR 1858-59.

1. The report upon the Sind schools for the year 1858-59 must be necessarily incomplete. Neither time nor opportunity has been afforded me for a full inspection, and the Government order, setting a veto upon increased expenditure for educational purposes, has for some months past rendered comparatively superfluous any propositions to reward deserving masters, to establish new schools, or add to the efficiency of already flourishing establishments by increased monthly outlay.

2. The whole subject resolves itself naturally into two heads, namely:—

I.—Results of the year with reference to the last report.

II.—Proposals for the year 1859-60.

I.—*Results of the year with reference to the last report.*

3. *Paragraph* 17. *Inspector and establishment.*—There has been no change in the system adopted for the supervision of Sind schools, nor has there been any educational inspector appointed to this province. The office establishment detailed in the margin remains as heretofore, the moonshee having been sanctioned by a recent order of Government. The office monthly contingent bills, including, among other miscellaneous charges, carriage of records during the tour, have amounted to Rs. 115-9-4 for the whole year; so that the present annual cost of educational superintendence in Sind may be fairly estimated at the low figure of Rs. 1,000.

One clerk at	Rs.	50
„ moonshee	„	15
Two peons	„	10
Monthly	Rs.	75
Per annum	Rs.	900

4. *Paragraph* 10. *Detail of schools.*—To the number and description of educational institutions shown last year may be added:—one English school (at Sukkur) supported entirely by local funds; three vernacular schools (Thurr and Parkur) supported by Government, which, though not new, were omitted from last year's account, as the district had been but recently annexed to Sind, and five vernacular schools maintained out of a cess upon re-granted Jágeer lands; one at Khokur, one at Sangarar, one at Kot Meer Mahomed Khan's Talpoor, one at Meer Ahmed Khan's village, one at Thoras Khan's village in Halla.

There may be deducted one vernacular school at Thultee, closed in consequence of local divisions and failure on the part of the inhabitants to meet their share of expenditure.

Note.—Among the English schools may be included the mission school, and it may be noted that the Kurrachee vernacular school is now partially supported by the municipality who have supplied an assistant master.

5. *Paragraphs* 20, 21. *Examination of Kurrachee schools.*—Reports on the annual examination of the Kurrachee English school and the normal class* are appended (A, B,†), and will, I feel assured, be considered satisfactory by those who know the difficulties to be contended with in a locality naturally adverse to intellectual advancement. To Messrs. Ellis and Neville Warren, and Captain Lionel Dunsterville, my thanks are due for their ready and valuable assistance in the cause. From constant attendance at these schools during my stay at head quarters, I considered that an examination of the kind intended would be better undertaken by comparative strangers than by myself, and applied accordingly to the abovenamed gentlemen who happened to be all at the time in Kurrachee. A few remarks of my own, with reference to the normal class, are attached to the examiners' report.

6. *Paragraph* 28. *Engineer class.*—In the engineer class there were on the 30th ultimo, the close of the year 1858-59, seven pupils in the senior, nine in the junior, and five in the evening class, the last being volunteers from the English school.

(1.) Of the senior class, two have passed examinations for probationary assistant overseers; one has passed the examination of second class sub-overseer in the lower subordinates; one promises

* See paragraphs 162—164 and paragraph 173 of my Annual Report.—E. I. H.

† Appendices not printed.

to qualify for probationary assistant overseer in about six months; and the remaining three have, during the present month, been transferred to well-paid appointments in the Sind railway.

(2.) The junior class are not reported regular in attendance, nor particularly intelligent. Their studies are chiefly arithmetic and plan-drawing; but with these pupils, English, though partially taught, is not held indispensable. Three of the present students are Sindees.

(3.) The evening class from the English school are all promising. They are, for the most part, boys of considerable intelligence, acquainted, in some degree, with algebra and geometry, and capable of learning, with the senior class, the elements of natural philosophy.

(4.) The studies in the senior class are plan-drawing, arithmetic, algebra, geometry, surveying, and levelling, natural philosophy, and a knowledge of building materials.

8. *Paragraph* 29. *European and Indo-European schools.*—My notes upon the examination of the boys of this establishment are contained in the printed report of the school for the year 1857-58. The question of an increased Government grant-in-aid has been lately discussed, and Government have declined to give more than the Rs. 80 per mensem hitherto allowed. This discussion has been productive of much inquiry and correspondence, and further comment on a question still pending with Government might here be out of place. On the 30th April the number of boys was 44, and of girls 45; total, 89.

9. *Paragraph* 30. *Mission school.*—There are now 32 students, of whom 10 are Christians, 12 Hindoos, 8 Mahomedans, and 2 Jews. I have not been in the habit of regularly visiting or inspecting this school, but shall be happy to do so, if required. On a late occasion of attendance there (in company with Colonel Edwards from Peshawur) it did not seem to me that it was in a very flourishing or promising condition, but I am sensible that the institution labours under great difficulties. The master attributes a slight decrease now perceptible in the number of scholars, to the fact that several pupils from the upper classes have obtained employment, whilst others who belonged to the native regiments had left the station. A few had gone to learn survey at the engineering school.

10. *Paragraph* 34. *English schools, Hyderabad.*—The English school at Hyderabad numbered at the inspection last year about twenty-five pupils, under the then master, Khemchund, a Sindee;

but it did not seem to meet the requirements of a large and populous town. The teacher was not up to the mark, nor was the salary of Rs. 35 per mensem likely to tempt more efficient persons to undertake the duties of his post. Government had, moreover, declined to take up the proposed grant of Rs. 100 monthly, owing to the financial pressure. It became therefore necessary to devise some plan of bettering the state of things, without entailing any new demand upon the public purse.

11. The Engineer school had, in addition to its head master, an assistant on Rs. 80. The condition of this institution did not show any necessity for the latter appointment, and, as the holder was a competent man, I suggested that he should be transferred to Hyderabad, retaining his allowance as a servant in the Public Works Department employed on duty. This duty comprised, to a certain extent, qualifying Sindees for admission to the engineering classes, and was, therefore, not unconnected with his former occupation. His removal was sanctioned, but the charge has been struck out from the Public Works. I append (C) the instructions issued under the commissioner's authority to Mr. Vishnu Gunneshram, on his nomination to the Hyderabad schoolmastership, with other correspondence on this subject, to avoid future misconception.

12. The appointment of this new master was very successful, and the measure found additional importance in the opening of the school-house in July last by the commissioner, who was at that time called to Hyderabad. Prizes and sweetmeats were distributed; a considerable number of the nobles and natives of the old Sind capital were in attendance, and appearances could scarcely be more promising for the cause of education. The number of students increased immediately to beyond 50 paying scholars; in August there were more than 60, in September more than 70, and in January this year the numbers were 82 paying and 13 free scholars; 95 in all. There has been since a little decrease, but the master lays no stress on the change, though he represents the want which he feels of an assistant.

13. *Sukkur.*—In communication with Major Steuart, collector of Shikarpoor, and Lieutenant Wallace, deputy collector and settlement officer at Sukkur, I ascertained that the community at the latter station were ready and willing to subscribe Rs. 100 per mensem for the services of an English master, and applied to the Director of Public Instruction for a person competent to fill the

post. Mr. Chintaman Sakharam was appointed, and joined in January last.

14. The boys occupy the same room as the vernacular students. Numerically, the attendance has disappointed expectation. Had we the available funds, I should be induced to recommend the master's transfer to Shikarpoor, at which place there was, years ago, an indifferently conducted English school, numbering 30 pupils, and where there is a good school-room available. But a reference to the collector on the subject has involuntarily compelled me to postpone the very important question of imparting instruction in English to the Shikarpoorees, pending further orders from the Director.

15. In the meanwhile I have caused Mr. Chintaman Sakharam to combine, with his small class of eight or nine, a system of miscellaneous instruction, divided into three branches:—(1.) In English, for the young Meers, members of the Khyrpoor family; (2.) In mathematics, for moonshees of the engineer department, sent by the superintendent of canals; (3.) In general knowledge, for vernacular schoolmasters. He had reported an unsatisfactory state of things at the outset of his labours; and a copy of my reply is appended (D). Among his present pupils, may be numbered Meer Wallee Dad, grandson of the late Meer Roostum Khan, Rais of Khyrpoor, and Meer Ameer Bukhsh, grandson of Roostum's brother, the well-known Meer Mobarick. Another of Mobarick's grandsons has also applied to me for admission.

16. I believe this tendency to receive instruction on the part of the young Meers to be significative of the most desirable results. If only constant intercourse and association with men of wholesome English minds could be combined with the more mechanical work of teaching, the novices would be greatly aided in surmounting the many obstacles and difficulties which now impede their progress. I allude to something more than books and rules, which are the school-master's legitimate instruments. But the duties of deputy collectors in Sind are so many and urgent, that it is barely possible for these officers to give their time and attention to such objects, however praiseworthy.

17. *Kotree.*—The Director not being of opinion that the English school at Kotree should be discontinued, I endeavoured to obtain a more efficient master to take it in hand, but unfortunately the salary is wholly insufficient to tempt any ordinarily qualified person to

undertake the duties of the situation. It is again, with all deference, submitted, that the money here expended might be far more advantageously applied than in keeping up a little more than a nominal school.

18. *Paragraphs* 35 *to* 47, *passim; also paragraph* 26. *Vernacular schools.*—Not having been enabled to inspect all the schools this year, it has been thought useless to attempt to check thoroughly the statements (A and B) of the report for 1857-58. But I may safely affirm, that Larkhana stands first, and in the place of Thattah, in the second class, and that Boolakhan's Tandra may claim a very respectable place in the fifth class of schools. Sehwan I have not had the opportunity of re-inspecting; but Mahomed Azim, the schoolmaster there, has been held too little worthy of trust in matters unconnected with his office to make his retention advisable, and the school may be naturally supposed to have retrograded.* Coupling his dismissal with that of Cazee Yar Mahomed, alluded to in Appendix T (Sarooshah) of last year's report, we have lost thus two masters from the most advanced pupils of the normal class of 1854, men whom it is not easy to replace.

19. My visit this year was to schools in the places noted below. With the exceptions of Nos. 2, 8, 9, and 15, all were separately treated in my former report, and none but the above four and No. 14 seem now to require especial notice, whether for progress or deterioration.

Kurrachee Collectorate.

1. Kurrachee.
2. Tandra Boola Khan.
3. Thattah.
4. Jerruck.

Hyderabad Collectorate.

5. Hyderabad.
6. Kotree.
7. Tandra Allah Yar.
8. Meerpoor.
9. Khokur.
10. Matharee.

Shikarpoor.

11. Sukkur.

* Numerically, the late reports are satisfactory.

12. Rohree.
13. Shikarpoor.
14. Larkana.

Thurr and Parkur.

15. Mithee.

20. *Tandra Boolakhan.*—I was very agreeably surprised at this little school, for which Government sanctioned the appointment of a master in October 1857, and which, at the time I inspected it, had been a little more than a year in existence. Separated from Sind and the plains by a hilly chain, broken with bold and romantic passes, the inhabitants of these regions are a distinct race from the ordinary Sindee or Belooch of the low country. Major Preedy, late collector of Kurrachee, urged the necessity of making "every effort to bring them acquainted with the common wants and conveniences of civilised life."* Government took a favourable view of Mr. Ellis's application that a school should be established at Boolakhan's Tandra, and sanctioned the nomination of a schoolmaster at Rs. 12 per mensem. The fact should not, however, be concealed, that very few of the Noomryas or clansmen of the hill tribes send their children there. Among the nine Mussulmans borne on the rolls, five are Mehmans, and the large number of twenty Hindoos shows that the establishment owes its popularity to the traders and speculators imported from without, rather than to the influence of the district chiefs. Still, I see no reason whatever to look at the school in other than a favourable light. The teacher is doing his work well, and imparts to his pupils, with care and judgment, useful scraps from the little stock of knowledge acquired a few months ago at the Kurrachee normal class. He has successfully introduced arithmetic jointly with Sindee and Persian, and has been lately provided with a map to prosecute his labours in geography.

21. *Meerpoor and Khokur.*—The small school at Meerpoor, unsupported by Government or any public funds, is, perhaps, not different from some hundred other indigenous schools unmentioned in this report; but I allude to it to show that there is a nucleus for education in this the chief town of a large district, which should not be allowed to break up unprofitably. Khokurjo Shohr, also, in Lieutenant Tyrwhitt's deputy collectorate, has a school raised and supported entirely by a cess levied on re-granted Jageers of Jageer-

* Selections from Records, Bombay Government, No. XXXV. New Series.

dars dwelling in the village of the Khokur Sindees. Not alone is it satisfactory to find among the pupils the names of the Jageerdars themselves, but to know that the young Sirdars, Mobarik and Futteh Khan, promising boys, orphans of twelve and eight years respectively, are really deriving benefit from the intellectual food administered. To Lieutenant Tyrwhitt's exertions and influence, the establishment and prosperous condition of this school may be said to be mainly due.

22. The schools in the Thurr and Parkur were established by Captain Raikes in 1856. The cost of their maintenance is shown in the margin. There are some interesting papers on record as to the difficulties experienced during the first year in getting together any pupils at all at Islamkote; and for some months, the master's employment was confined to the practice of rhetoric in endeavouring to induce parents to educate their children. More than one monthly return of pupils presented a dreary blank. At length, the deputy collector, Lieutenant Shortt, exerted his personal influence, and succeeded in bringing together a few students. Of the earlier proceedings at Mithee and Nuggur, I have no record. From the returns for December last, the three schools are shown to give a total of 102 boys, the average daily attendance, however, being calculated at no more than 57. In justice to Nuggur Parkur I should state that, out of this average, 48 boys belong to that village, and only 9 to the 43 registered pupils of Mithee and Islamkote.

Monthly.		
Nuggur.....	Rs.	35
Mithee	,,	35
Islamkote.....	,,	30
Contingencies.	,,	15
Total..	Rs.	115

23. On the 23rd May 1856, Lieutenant Tyrwhitt wrote on the subject of his desert schools. He considered them "very flourishing, especially those at Nuggur and Mithee;" that at Islamkote, he said, was "but poorly attended." At Nuggur he had one or two students of English, and both there and at Mithee he reported the boys "very fairly up" in geography, arithmetic, and Guzeratee. It was a matter of regret to me that the time had passed to take up the subject in the last year's report, for, although I had no personal experience of the working of the schools, the data afforded me might have been summarised.

24. In July Lieutenant Tyrwhitt applied for Sindee, in addition to the Guzeratee teachers, so as to give a chance to the Mahomedan portion of the population to educate their children. And for

this purpose he required an additional grant of Rs. 15 per mensem to each of three masters. The commissioner considered the sum already spent upon the Thurr and Parkur schools to be so far beyond the proportion of what was allowed elsewhere, that he was unable to apply to Government to sanction any further expenditure. He, moreover, invited consideration of the question whether the places of the highly paid Guzeratee masters could not be supplied by men who could teach both Sindee and Guzeratee.

25. The remoteness of the locality renders the Thurr and Parkur less accessible than most part of Sind to supervision in educational as perhaps in other matters, and a visit from any officer but the deputy collector must be held an event of rare occurrence. It may be noted, by way of parenthesis, that the master of the Nuggur school reported, gratefully, how Mr. Eckford, of the Electric Telegraph Department, had examined his pupils in May last, and distributed prizes and sweetmeats. In my own case, other occupations have kept me much away even from the neighbourhood; but as I had occasion this year to pass within forty miles of Mithee, the opportunity seemed favourable to make a diversion thither and inspect the school.

26. *Mithee.*—Though fully alive to the advantages of keeping up even a semblance of sensible education in these parts, it occurs to me that, comparatively, we pay for it too highly in the Thurr and Parkur. The three schoolmasters of the wilderness draw no less than Rs. 115 monthly in the aggregate, and, judging from the inspection at Mithee, the result is not so satisfactory as that obtained by the Sindee teacher in the hill country at Boola Khan's Tandra, some ten individuals of whose stamp might be maintained at the above rate of expenditure. I reserve further remarks on this subject until submitting propositions to improve the condition of schools generally, for the ensuing year.

27. *Larkhana.*—The Larkhana school is especially noted, because it has made great progress since last year with very small means. The master, a respectable Cazee, selected by Captain Ford in 1853, assisted only by one of the least advanced or promising pupils of the normal class, has not only contrived to teach his boys, but himself also, from the rudimentary Sindee books published under Mr. Ellis' superintendence. The two parts of arithmetic, commencing at the mere position of ciphers, and progressing up to position, had been used with remarkable success. On the subject

of this institution, I beg to append my letter to the Commissioner's address (Appendix E*), since writing which I have personally inspected the upper classes, and see no reason to change my formerly expressed opinion.

28. The number of pupils at the several vernacular schools supported by Government or local funds shows an increase of 215 upon last year's return: *i. e.* of the 34 schools registered in statement A of report of the 11th May 1858, 33† may be brought this year into a comparative statement, and these 33 have numerically progressed. To their total, 102 may be added for the Thurr and Parkur schools, 35 for the new school at Khokur, and say only 10 for each of the four other Jagheer schools named in paragraph 4, and we have an aggregate of 1,896 boys studying the vernacular under Government supervision. The following Table will give the information required:—

* Not printed.

† Deducting Thultee school, abolished.

MEMORANDUM, *showing the Number of Pupils attending the various Sind Provincial Schools, according to the latest Reports received.*

Dated 30th April 1859.

Class of School.	No. in Class.	In what Collectorate.	Station.	No. of Boys.			Average Age.	Total Boys, 1857-58.	Increase.	Decrease.	Remarks.
				Mahomedans.	Hindoos.	Total.					
I.	1	Hyderabad	Hyderabad ..	50	102	152	11½	125	27	..	A hurried inspection showed me that matters were progressing, but new Sindee books are much required for the upper classes. No prizes were given this year.
II.	1	Shikarpoor	Larkhana....	53	120	173	8¾	82	91	..	General progress very gratifying; the two first classes were becoming expert arithmeticians. 39 prizes awarded for Sindee, Persian, arithmetic, and geography.
	2	Kurrachee	Sehwan	15	79	94	9½	140	..	46	A new master has been appointed to this school in communication with Captain L. Dunsterville, the Deputy Collector, who reports favourably of his abilities: he has also an assistant, named Abdul Kadir, in place of Ghulam Russool and Hassa Mull, no longer employed.

	3	Kurrachee	Tattah	55	85	140	10½	124	16	..	I twice inspected this school, in December and April. On the second occasion the result was more satisfactory, but evidently little progress had been made during the year. Advance in arithmetic creditable. No falling off was observable, and the number of pupils was sufficiently large. The Commissioner awarded 11 prizes.
	1	Shikarpoor	Roree	38	26	64	12½	56	8	..	The school here progresses, and promises to be more successful since the recent nomination of an assistant master from the normal class, paid for out of the Jageer cess of Roree Jageerdars. 21 prizes awarded by the Commissioner.
III.	2	Ditto	Sukkur.....	31	30	61	10	60	1	..	Ditto; but the head master, Goolam Mahomed, suffers much in health. The assistant, Punjul, has returned from a short training in the Kurrachee normal class, and the municipality have increased his salary from 10 to 15 rupees monthly.
	3	Hyderabad	Taroosha	12	45	57	12¾	47	10		
	1	Ditto	Nowshera....	9	33	42	11½	41	1	..	Cazee Abdul Hafiz, acting master.
	2		Birrea	23	53	76	6	52	24	..	*The old master, Hafiz Yar Mahomed, is now acting master at Taroosha.
IV.	3		Old Halla....	14	22	36	11½	27	9		This school needs an assistant.
	4		Mithanee	14	24	38	12	39	..	1	

Class of School.	No. in Class.	In what Collectorate.	Station.	No. of Boys. Mahomedans.	Hindoos	Total.	Average Age.	Total Boys, 1857-58.	Increase.	Decrease.	Remarks.
	5	Kurrachee	Jerruck	13	14	27	8	21	6	..	Examined this little school in December. It progresses tolerably under a Hindoo master trained at the normal class, but his health has been failing. Eleven prizes distributed by the Commissioner.
	1	Shikarpoor.	Mehur.....	23	7	30	12¾	38	..	8	
	2	Shikarpoor.	Shikarpoor ..	84	23	107	11½	92	15	..	An assistant given from the normal class, to be paid by the Municipality. The Commissioner distributed 22 prizes on the examination this year.
	3	Kurrachee	Dadoo	21	6	27	12¾	26	1		
	4	Ditto	Kurrachee ..	36	19	55	11½	46	9	..	Assistant given from the normal class, paid by the municipality. Progress slow. Examined in October, and 18 prizes distributed by the Commissioner.
	5	Hyderabad	Kundiara....	21	25	46	12	38	8		
	6	Ditto	Hillanee	10	26	36	10½	32	4		
	7	Ditto	New Halla ..	28	10	38	15½	30	8		

V.	8	Hyderabad	Matharee	33	..	33	11	31	2	..	Examined the school in January, and observed a decided improvement. An attempt had been made by the old Cazee to introduce the studies of geography and arithmetic. Grammar tolerably well taught in Persian. Twelve prizes given.
	9	Ditto	Allah Yar Ke Tanda.	21	16	37	10	54	..	17	Examined the school in Jan. 17 prizes distributed by the Commissioner.
	10	Ditto	Mona	10	15	25	11	20	5		
	11	Kurrachee	Kotree	10	14	24	10½	20	4	..	Not much improvement visible on the occasion of the examination in January. No prizes awarded.
	12	Shikarpoor	Kumber	32	20	52	9¾	39	13	..	
	13	Ditto	Boola Khan's Tanda.	9	20	29	10¼				
	14	Kurrachee	Khee	3	35	38	11	3	35		
	15	Shikarpoor	Meerpoor Mohurree.	38	6	44	8¾	50	..	6	
	16	Hyderabad	Dobra	17	10	27	13	24	3		
VI.	1	Shikarpoor	Thurreree ..	13	7	20	11½	25	..	5	
	2	Ditto	Ghotekee	19	3	22	14	23	..	1	
	3	Hyderabad	Muhbut Dhera Jettoe.	18	2	20	12	14	6		
	4	Shikarpoor	Oobora	19	8	27	10¾	45	..	18	
	5	Ditto	Khyrpoor Dharkee.	20	2	22	9½	11	11		
			Total..	812	907	1,719	..	1475	271	56	

Not Classed.

In the Thurr and Parkur Districts.

No. in Class.	Station.	No. of Boys.			Average Age.	Total Boys, 1857-58.	Increase.	Decrease.	Remarks.
		Mahomadans.	Hindoos.	Total.					
	Brought over....	..	..	1,719					
1	Nuggur Parkur	..	59	59	..	..	..	..	Under "Hindoos" are included Brahmins, Rajpoots, and others not Mahommedans.
2	Mithee	..	24	24	..	..	..	..	The desire for education does not seem to be very strong in the minds of the Mithee inhabitants. The school is creditable and useful, but its sphere seems very limited; 12 Sindee prizes given. Some Guzeratee books will be sent.
3	Islamcote	2	17	19					
	Add Jageer Schools.....	..	..	75					
	Grand Total..	..	..	1,896					

29. *Indigenous schools unsupported by Government or taxation.*—The Commissioner, being desirous that encouragement should be given to all indigenous schools as well as those borne on the Government records, has instructed me to make their condition a part of educational inquiry at the annual tour. The subject is one of great interest, and should the department not have changed hands at the cold season, I will endeavour to embody the information required, as a special branch of the next annual report. It will be better, perhaps, this year to remark on a few particular private schools, and briefly generalise the question.

30. At Hyderabad I made an inspection of a school kept by a blind Akhoond, named Allah Dinns, who, with one or two assistants of his own rearing, teaches some fifty boys in both Persian and Sindee. The accommodation he commands is wretched, and might be legitimately improved by a municipal grant. Twelve prizes were awarded. Some weeks later, a few books were distributed to a seemingly flourishing school kept by a Syud at Mahomed Ali Shah's village near Omerkote; the more forward lads were examined, and found fairly advanced in Persian. At Rohree I examined the three schools of Futteh Mahomed, Abdul Haleem, and Abdullah, all of which merit note. The first of these is a kind of feeder to the paid vernacular institution, and is kept by the father of its head master, Faiz Mahomed; it numbers forty pupils. The second is of old date, is efficiently conducted, and has also about forty pupils. The third is a larger establishment, containing sixty boys, without, however, proportionate accommodation. It is under charge of a popular weaver, who has made his loom subservient to his letters. At Sukkur there is a very good school, of between thirty and forty scholars, kept by Khoda Bukhsh, one or two of the pupils at which are fit to compete with the best boys of Government institutions.

31. At Shikarpoor there are no less than fifteen Mahomedan and nine Hindoo schools, of the former of which one receives an allowance from both Government and the municipality, and two receive grants-in-aid from the municipality only. The number of pupils is reckoned at about 885, little more than one-third of these being attached to the Mussulman masters, and very much less than one-third being Mussulmans themselves. On the late examination in March, eighty-six prizes were awarded by the Commissioner, in Durbar, to all the schools, to the number of twenty-four; there was,

moreover, a display of fireworks and distribution of sweetmeats in the Government gardens.

32. Upon the whole, all this kind of acquisition is useful, for it enables people, as a rule, to earn their bread, though it fails, as a rule, to make them respectable. In spite of hereditary recklessness of grammar and syntax, it is something for the Sindee to be able to express his ideas on paper, and to understand the written expressions of another. He has become accessible by other means than personal or verbal communication. On the other hand, the moral effect is so far injurious, that a knowledge of reading and writing the official Sindee or Persian is first applied, in many cases, to produce petitions, three-fifths of which may be characterised as "intent to deceive," if not sheer falsehood; and it cannot be said that in the course of study pursued, civilisation is aided by the removal of any ancient prejudice whatever. It is not the best reader of the Persian poets, nor the smatterer of Arabic, who is the most liberal-minded man, or the most disposed to listen to reason. The explorator of such ordinary oriental lore as a Sindee Moolla can put before his flock will, generally, contrive to select that knowledge which "puffs up" rather than edifies. And, naturally enough, they have found nothing sound or wholesome in their studies, nothing but appeals to the eye or the ear by caligraphy or faultless metre: no appeal to the mind that is not clouded and unintelligible. I look upon the Hindoo-Sindee as more strictly "professional" schools, that is, intended to bring up young Bunnyas to the ancestral trading profession, and as such they appear worthy of support.

33. *Applications during the year for grants-in-aid.*—Grants-in-aid are required for the due maintenance of schools at the following places:—

In the Hyderabad Collectorate.

I.—Mohbut Derah Talpoor. There is a very fair school here of old standing, supported by the Nizamanees.

II.—Bhaga-ka-Tandra; a large village, without a school.

III.—Mahomed Khan-ka-Tandra. There is a flourishing school here, which I examined and reported on a year and a half ago.

IV.—Kuddaree. School applied for by the Zemindars.

V.—Omerkote. Lieutenant Tyrwhitt wants a grant of Rs. 15 per mensem to establish a vernacular school here, and I am of opinion the money would be well expended.

VI.—Meerpoor; already alluded to in paragraph 21.

Kurrachee Collectorate.

VII.—Thurreree Akree. The Jageerdar, Syud Ghulam Russool, wishes to have a school here.

VIII.—Mughribee. There are some funds for the purpose, but they must be economized, and could not all be expended on a master.

Shikarpoor Collectorate.

IX.—Birrea Purwar. The Zemindars wrote an agreement, made over to me at Rohree, to pay Rs. 4 per mensem, if the Government will pay the remainder, for a school.

X.—Sukkur. There is a school kept up here by the people, but they pray for aid, as it must fall to the ground without additional funds.

XI.—Rutta Derah. A large village, at which a school has just been reported set on foot.

XII.—Meerpoor Sakra. A school required in the neighbourhood for the Kurmuttee chiefs, to be partly supported from the Jagheer cess.

34. This list might be prolonged, but that it seems unnecessary to adduce further proof that Sind is really desirous of receiving healthy education. If numbers be a sign of success, a considerable accession has been shown already, for the past year, in the vernacular schools. In English schools the results are still better. The year 1858 commenced with a display of some 110 pupils at the Government institutions in Kurrachee and Hyderabad. In the first month of 1859, the same two schools possessed 205 students of English, to say nothing of the third school supported at Sukkur by local funds. Upon this subject, however, the Director will be enabled to draw his own conclusions, from a personal inspection made in December 1858.

35. *Paragraphs* 64 *to* 68 *inclusive. Publications.*—It gives me great pleasure to record completion of the Algebra translated by Mr. Vishwunath Narrayen, with the assistance of Moonshee Nundeeram, into the Sindee language. It is a book of 520 pages, similar to those forming the specimen sheet enclosed, and 1,200 copies have been now lithographed at the Government press. This work was commenced so far back as August 1855, but the constant demands upon the press, on urgent public service, have greatly obstructed its progress. The elementary treatise of Professor Young (fourth edition) is the English original of Mr. Vishwunath's Algebra.

36. Of the seven books previously named as under consideration, I have not recommended the publication, during the past year, of any one. Mr. Ellis expressed strong objections to the "Totee Nama," and, in deference to his opinion, the manuscript has been replaced on the shelf; but the extraordinary European popularity of the "Arabian Nights" induces me to think that, in withholding all but strictly educational literature, we are straining at a condition not always insisted upon by parents at home.* Oodakan's Grammar has been superseded by one of a more elaborate description, the manuscript of which has been for some months completed; and the History of Sind, styled the "Tarikh Masoonee," has been only deferred to make way for other publications more immediately required.

37. One thousand five hundred copies of the "Shara-ul-Talim," translated by Moonshee Nundeeram into Sindee, as the "Sikhayut-o-Nirwaz," have been completed; and 2,000 copies of the "Sunsaree Nirwaz," a translation, by the same individual, of the "Hikayuk-ul-Monjoodat," are in the press. Both these publications had been ordered before I took charge of the department; one by Mr. Ellis, Acting Commissioner, and the other by Mr. Shaw Stewart, Assistant Commissioner.

38. The Arithmetic, known as "Lekeeje Peer," and the Beginner's Book of "Bhumba Zemindar," have been republished during the year, as before proposed. Five hundred copies of a History of England, adapted rather than translated by Dewan Wadhoo Mull, from Dr. Davy's Child's History, have been lithographed, and only wait the last chapter, preface, and appendix. This unaided performance of a Sindee pupil of the Kurrachee English school seemed to me indicative of such intelligence and merit, that I recommended and received the Commissioner's approval of its publication; and a very little revision has made it, I trust, a useful addition to the little stock in hand of Sindee school-books. The occupation of the Government press necessitates an arrangement with the editor of the vernacular paper for publishing this History. It should not be omitted that Morris' Geography is now under translation in Sindee, and 83½ pages of this excellent book have been long in use in the normal class.

39. Among the non-educational issues from the Government press, has been a translation in Persian and Sindee of Dr. Collier's Treatise on Snakes. 1,512 copies have been lithographed of this

* I quite concur in the opinion here implied.—E. I. H.

pamphlet, a specimen* of which is enclosed. It has been extensively circulated throughout the province, and the Persian translation might be of general use in India, especially if united to a re-translation in Hindoostanee. The Persian work alluded to in paragraph 59 of last year's report,† has been also published at a press in the town, and fifty copies will be forwarded for sale to Bombay.

40. The Sindee Poems have not been forgotten, but difficulties have presented themselves in the way of their publication. So many versions of one and the same poem are current, that considerable care is required in collating and comparing the manuscripts written down by different persons, from the recitations of different minstrels. Time has not yet been at my disposal to acquaint myself thoroughly with the comparative merits of each performance. And I have known, moreover, that, had even a *fiat* been passed on the subject, there was no press available in Kurrachee for putting the matter at once in hand.

41. The existence of a bulky manuscript compilation of Sindee poetry, made by the Rev. Dr. Trumpp, of the Church Missionary Society (now at Peshawur), presents the last, though by no means the least, reason for pausing in this particular undertaking. The most important poem brought into this collection, viz. the "Shah-jo-Rissalo," is designated by the compiler, "a finer book than any other native language of India can boast of." He has been at great pains to perfect a copy for the press, and is desirous of producing it in a new Sindee type, which has been recently prepared in London under his directions. This subject will, it is believed, be shortly submitted to Government in continuation of prior correspondence; and as Dr. Trumpp purposes to follow up the "Shah-jo-Rissalo" with specimens from the other poets of Sind, I am not sure that money would be profitably expended in anticipating these matured publications to any extent, by hastily written versions of the same works. The poem of "Sassnee and Punhoo," of which I have two copies, might be tried, as it is more than commonly popular, and the Arabic Sindee character will distinguish it in some way from the learned philologist's Persian-Sindee letters.

(True extract)

(Signed) E. I. Howard,
Director of Public Instruction.

* Forming, with specimen sheet of the Algebra, Appendix F. [Not printed.]

† "Tohpit-ul-Basireen," by Syud Lutf Ali Shah, of Thattah.

APPENDIX [J].

SPECIAL REPORT ON LORD STANLEY'S DESPATCH, No. 4, OF 7TH APRIL 1859, RELATIVE TO POPULAR EDUCATION IN INDIA.

No. 1922 OF 1859.

GENERAL DEPARTMENT.

Bombay Castle, 13th August 1859.

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

Communication from the Government of India, No. 1375, *dated the 11th June* 1859:

Forwarding copies of a Despatch No. 4, dated 7th April 1859, from the Right Honorable the Secretary of State for India, reviewing the various measures adopted in the Educational Departments in India, and calling for a general report regarding the operations of these measures, and for an expression of the views and opinions of the Government of India on certain points in connection therewith.

RESOLUTION OF GOVERNMENT ON THE ABOVE,

Dated the 8th August 1859.

The Director of Public Instruction should be furnished with copies of this communication for *early* consideration and report.

(True copy)

(Signed) H. YOUNG,
Chief Secretary to Government.

No. 1375.

Extract from the Proceedings of the Right Honorable the Governor General of India in Council, in the Home Department (Education), under date the 11th June 1859.

Read again a Despatch from the Honorable the Court of Directors, in the Public Department, No. 49, dated 19th July 1854.

Read a Despatch in the Education Department, from the Right Honorable the Secretary of State for India, No. 4, dated 7th April 1859.

RESOLUTION.—The Despatch of July 1854 directed:—

(*a*) The organization of a separate Educational Department.
(*b*) The institution of Universities.
(*c*) The establishment of Training Institutions for teachers of different classes.
(*d*) The maintenance of the previously existing Colleges and High Schools, and, if necessary, the opening of new ones.
(*e*) The increase of Zillah or middle schools.
(*f*) The organization of a system of Vernacular education.
(*g*) The introduction of a system of Grants-in-Aid.

2. In the second Despatch above mentioned, the Right Honorable the Secretary of State for India in Council reviews the various measures adopted in India, in consequence of the Despatch of 1854, and asks for a general report regarding the operation of those measures, and for an expression of the views and opinions of the Government of India on certain specified points.

3. The measures adopted in India for the organization of the Education Department under each Government are generally approved; but it is remarked that the cost of the establishment for managing the Department is undoubtedly large as compared with the expenditure on the direct work of instruction, and the Governor General in Council is requested to consider whether such cost is properly susceptible of reduction. His Excellency in Council has already, in considering Mr. Ricketts's Report upon Salaries, recommended some reductions in the cost of this establishment, but each local Government should now be called upon to report,

Para. 40.
In 1856-57.

after careful inquiry, what retrenchments in the controlling establishments of the Education Department can be made.

4. The opinion of Her Majesty's Government is expressed that, as a general rule, all appointments in the Department of Education should be filled by persons unconnected with the service of Government, either Military or Civil; and it is desired that every encouragement may be given to persons of education to enter the Educational service, even in the lower grades, by making it known that, in the nominations to the higher offices in the Department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties. The Governor General in Council directs that the special attention of the local Governments be directed to this announcement, and likewise that a notification on the point be published in the *Calcutta Gazette*.

Para. 41.

5. Great stress is laid upon the importance of providing a proper system for training masters, and a definite statement of the measures which it is proposed to take for the purpose is called for. The Governor General in Council desires that the several local Governments will report, after mature consideration, what measures they desire finally to recommend for adoption in order to ensure the efficient training of masters in this country, as well for village schools as for schools of a higher order.

Para. 44.

6. General approval is expressed of the present English and Anglo-Vernacular schools, but it is intimated that the extension and maintenance of schools of this class ought, as a general rule, to be effected under the grant-in-aid system. The Governor General in Council desires that this intimation may be at once acted upon in the Lower Provinces of Bengal, so far as that no fresh schools of this class shall be founded, unless supported in part by local subscription, in conformity with the requirements of the grant-in-aid rules for the time being; and His Excellency in Council also desires that the other local Governments may be called upon to report whether a similar rule may not be introduced in their several jurisdictions.

Paras. 46, 54, and 55.

7. It is remarked by the Secretary of State that no general plan of popular education has been definitively adopted in any part of India, except in the North-Western Provinces; and a decisive opinion is expressed, in which the Governor General in Council entirely concurs, that this important branch of education must be effected by means altogether

Paras. 48 to 53.

independent of the grant-in-aid rules; and it is added, "that the means of elementary education should be provided by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal or the North-Western Provinces, or by such a modification of those schemes as may commend itself to the several local Governments as best suited to the circumstances of different localities."

To provide means for the measures to be thus undertaken for the education of the people, the expediency of imposing a special rate to defray the expense of schools for the rural population is suggested.

His Excellency the Governor General in Council commends this most important question to the careful consideration of the local Governments, and desires that each Government will report definitively the measures which it desires to adopt for the elementary education of the people, and the means by which it is considered that the requisite funds may be obtained.

8. It is directed, as before mentioned, that the grant-in-aid system is still to be applied to schools of a higher order; but an inquiry is made as to the feelings of the natives towards the system, and as to the reality of the alleged objection to the grant of money to schools conducted by missionaries. The Governor General in Council desires to be favoured with the opinion of the several local Governments upon this point, but he does not wish that any general inquiry should be made amongst the natives for the purpose of ascertaining their feelings.

Paras. 56 & 57.

9. Information is asked for as to the genuineness of the alleged change of native feeling in some parts of the country in reference to female education. The allusion is directly to Agra and Eastern Bengal, and the Governor General in Council desires that the Governments of Bengal and the North-Western Provinces will report especially upon this point. He also requests that the several local Governments will state their opinion as to the nature and degree of the influence which may properly be exerted by the officers of the Department of Education to promote the extension of schools for females.

Para. 47.

Vide paras. 26 to 30.

10. In the 59th and two following paragraphs of the Despatch, the Right Honorable the Secretary of State discusses the question of abstaining from religious teaching in the Government schools; and, as a necessary part of that policy, of excluding the Holy Scriptures from the course of teaching; and he communicates the

instructions of Her Majesty's Government on the subject. These instructions are thus summed up in the 61st paragraph of the Despatch:—"They (Her Majesty's Government) are unable therefore to sanction any modification of the rule of strict religious neutrality as it has hitherto been enforced in the Government schools; and it accordingly remains that the Holy Scriptures being kept in the library, and being open to all the pupils who may wish to study them, and the teachers being at liberty to afford instruction and explanations regarding them to all who may voluntarily seek it, the course of study in all the Government institutions be, as heretofore, confined to secular subjects." The Governor General in Council desires to call the particular attention of the several local Governments to these instructions, with a view to their careful observance being enjoined on the officers employed in the work of education.

11. The Secretary of State requests that a comprehensive report may be furnished regarding the operation of the orders contained in the Despatch of the late Court of Directors, dated 19th July 1854, such report to comprise, among other things, "full statistical information as to the number of schools established since 1854, whether by Government or with the aid of Government; the number of pupils on the books, and the condition of the attendance; the cost of the several schools, and the whole expense incurred by the Government under the various heads of controlling establishments, instructive establishments, and grants-in-aid; and also, as far as practicable, the number and character of schools unconnected with Government aid or control." The Governor General in Council desires that each Director of Public Instruction may be called upon to furnish such a report for his own jurisdiction as is required by the Home Government. These reports, with such observations as may be recorded upon them by the local Governments, will be afterwards incorporated into a general report, to be transmitted to England.

Para. 64.

12. In the 65th and 66th paragraphs of the Despatch, the question of the connection between the recent disturbances in India and the measures in progress for the prosecution of education is discussed, and reference is particularly made to a feeling of jealousy and distrust which prevailed in Behar previously to the outbreaks in 1857. The Right Honorable the Secretary of State inquires, "whether any of the measures taken by Government in recent years to promote the education of the natives of India have been such as to afford just ground of suspicion or alarm; whether, not-

withstanding the absence of any just ground of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures, which excited apprehensions, however unfounded; and whether any, and what, alterations of existing arrangements can be devised, by which, without drawing back from the great duty so deliberately affirmed in the Despatch of the 19th July 1854, of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India, by means of improved and extended facilities of education, the risk of misapprehension may be lessened, and the minds of the people may be set at rest." His Excellency in Council requests that the several local Governments will give their best and immediate attention to the subject, and furnish the Government of India with their mature opinion upon it.

13. It is the particular desire of the Governor General in Council that the reports now called for may be furnished with all the despatch that is practicable, consistently with the importance of the subject.

Ordered, that a copy of the foregoing Resolution, together with five copies of the Despatch No. 4, of the 4th April, be forwarded to each of the Governments noted in the margin, in order that the reports required may be supplied.

Bengal,
North-West Provinces,
Madras,
Bombay.

Ordered also, that a copy of the Resolution, together with fifteen copies of the Despatch, be forwarded to the Foreign Department, whence the Government of the Punjaub and the administrative authorities under its control will be called upon for the required reports.

Ordered, that a copy of paragraph 25 of the same Despatch be forwarded to Mr. Cecil Beadon, and that he be requested to furnish the report called for in regard to Bethune Schools.

Ordered, that paragraph 41 be published in the *Calcutta Gazette* for general information.

(True extract) (Signed) W. GREY,
Secretary to the Government of India.

(True copy)
(Signed) W. B. PHILIPPS,
Examiner.

To accompany the Government Resolution, General Department, No. 1922, dated 13th August 1859.

(Signed) H. YOUNG,
Chief Secretary to Government.

No. 2185 of 1859.

General Department:

Bombay Castle, 17th September 1859.

To the Director of Public Instruction.

Letter from the Government of India, No. 1639, *dated the 15th August* 1859:

Referring to their Resolution No. 1375, recorded upon the Despatch of the Right Honorable the Secretary of State, in the Educational Department, No. 4, dated 7th April, observe that, as some time may possibly elapse before the reports called for in the 11th paragraph of the Resolution are submitted, they would wish to be made acquainted with the opinions of the local Governments on the points referred to in the 7th and 8th paragraphs of the Resolution by a separate communication; and accordingly request that a report may be submitted at as early a date as possible, communicating the views entertained by the Government on the questions submitted for the opinion of the Indian Government in the 53rd and 57th paragraphs of Lord Stanley's Despatch.

RESOLUTION OF GOVERNMENT ON THE ABOVE,

Dated the 13th September 1859.

A copy of this letter should be sent to the Director of Public Instruction, and he should be requested, with reference to Government resolution No. 1922, dated 13th August 1859, to report, with the least practicable delay, on the questions noticed by the Government of India.

(True copy)

(Signed) H. Young,
Chief Secretary.

Accompaniment to the Bombay Government Resolution, General Department, No. 2185, *dated* 17*th September* 1859.

No. 1639.

Dated Fort William, the 15*th August* 1859.

From W. GREY, Esq.,
Secretary to the Government of India,

TO THE SECRETARY TO THE GOVERNMENT OF BOMBAY.

SIR,—Referring to the Resolution of the Governor General in Council, recorded upon the Despatch of the Right Honorable the Secretary of State, in the Education Department, No. 4, dated the 7th of April, forwarded to you under date the 11th ultimo, I am directed to state that, as some time may possibly elapse before the reports called for in the 11th paragraph of the Resolution are submitted, His Excellency in Council would wish to be made acquainted with the opinions of the local Governments on the points referred to in the 7th and 8th paragraphs of the Resolution by a separate communication; and I am instructed accordingly to request that a report may be submitted, at as early a date as possible, communicating the views entertained by the Right Honorable the Governor in Council of Bombay, on the questions submitted for the opinion of the Indian Government, in the 53rd and 57th paragraphs of Lord Stanley's Despatch.

Home Department.

I have the honour to be, &c.

(Signed) W. GREY,
Secretary to the Government of India.

(True copy)

(Signed) H. YOUNG,
Chief Secretary.

No. 2336 OF 1859.

POONA:

Office of the Director of Public Instruction,
10th November 1859.

To H. YOUNG, Esq.,

Chief Secretary to Government, General Department.

SIR,—With reference to the Government Resolutions, Nos. 1922 and 2185, dated respectively the 13th August and the 17th of September last, I have the honour to forward the following report on paragraphs 7 and 8 of the letter from the Supreme Government, No. 1375, dated 11th June 1859.

2. The former paragraph relates to "popular education," which is elsewhere termed "the elementary education of the people." It is agreed that the system of grants-in-aid of private effort, as adopted in England, cannot be relied on for the spread of this class of education in India; the "direct instrumentality of the officers of Government" must be resorted to, and the local Government is invited to propose some plan by which the suitable funds may be obtained. The several systems of spreading popular education introduced in Bengal and the North-Western Provinces are offered to notice, and the policy of levying an educational rate is adverted to as deserving consideration.

3. The questions thus raised require for their adequate discussion, not only careful thought and due breadth of view, but also that practical tact and insight which is only gained by actual experience among the people. I have therefore requested the opinions of my Inspectors; and I have great pleasure in forwarding, *in extenso*, the valuable reports with which they have favoured me.

4. Dr. Haines, the late Acting Educational Inspector, a gentleman of great abilities and learning, briefly resumes the history of Vernacular education in the Presidency, and offers a calm, impartial estimate of the system of school-extension, known as the "partially self-supporting," which was instituted by the Board of Education in 1854, and continued until the end of 1857, when it was checked by the Supreme Government.

5. He speaks favourably of the desire of some important classes of the people for education in Government schools. The difficulty lies in equitably adjusting the local contribution. If this could be removed, discontent, he believes, would disappear, and the "voluntary" system might be retained.

6. As regards the proposal to levy a tax for the support of education, Dr. Haines fears that general discontent and suspicion might be caused by such a measure. "Educational measures must carry the people with them." The time has not come, he thinks, for so large a step; and he would prefer the more gradual advance involved in my Draft Act to enable communities to tax themselves for educational purposes, submitted with my Annual Report for 1857-58.

7. Looking forward, however, to the establishment of an educational rate, possibly after a few years, he urges that the experience gained meanwhile in working the Draft Act would be valuable in framing the ultimate and more comprehensive measure.

8. He then reviews the system adopted in the North-Western Provinces.

9. The Circuit School system might, he thinks, be introduced here (but only where the population is rather dense and the villages close together), by means of the extra assessment reserved for educational purposes under the new Revenue Survey.

10. In order to provide for scattered villages, the fund raised by the extra assessment might be thrown together for a Talooka or district.

11. Dr. Haines thinks that the extra assessment might be levied with less danger of causing discontent under the Ryotwaree settlement of this Presidency, than under the Zemindaree settlement of the North-Western Provinces.

12. He compares the so-called Tehsilee schools with the better of our village schools (town schools). He thinks they might also be maintained by the Talooka fund, and a Government grant made for their improvement.

13. He emphatically deprecates, as hopeless, the attempt to improve the indigenous schools, and suggests that funds might be more usefully employed in founding training schools for masters.

14. He would leave indigenous schools alone, as useful foils to Government schools and a "refuge for the dissatisfied."

15. Dr. J. Peet, Inspector of the Central Division, a gentleman who is thoroughly acquainted with the history of education in

Western India, and whose sound judgment I have often had occasion to recognise, holds the "general promotion of elementary instruction, by a system of grants-in-aid of popular subscriptions, to be both theoretically and practically impossible."

16. The policy of encouraging and extending indigenous schools appears feasible; but the experiment has been tried since 1852 in the North-Western Provinces with little success, and our circumstances are not such as to lead to greater expectations in this Presidency. In fact, the experience of the North-West Provinces is "conclusive as to the inexpediency of our attempting to work through the indigenous schools."

17. As regards the Hulkabundee schools of the North-Western Provinces, Dr. Peet observes that, as their continuance depends on the continued assent of the Zemindars and other contributors, they are of doubtful permanence.

18. And (differing with Dr. Haines) he considers it evident that the Zemindaree settlement is much better suited to the collection of the cess (by which such schools are supported) than the Ryotwaree settlement existing in this Presidency.

19. Dr. Peet does not consider that any of the plans adopted in Bengal offer useful models for our imitation.

20. In proposing his own plan for *village schools*, the first question for solution, he says, is the following:—"Are the people to be compelled to raise funds for educational purposes" or not? And he expresses himself very averse to compulsion.

21. He considers the imposition of a general tax for educational purposes inexpedient as a matter of general policy in the present temper of the people.

22. The immediate establishment of a large number of village schools would be unsuccessful from the certain want of efficient masters, and probably want of pupils.

23. How, then, are funds to be raised? There is the extra assessment, power to levy which has been reserved under the new Revenue Survey. Dr. Peet follows Dr. Haines in recommending that this should be levied at once, if at all, while the relief afforded by the Survey is fresh in the memory of the people. Later it may cause discontent.

24. Dr. Peet adverts to a similar cess reserved from Enamdars, &c., under the Draft Alienation Act, also to the local funds available in some zillahs for education. But he admits that all these

sources of revenue will be insufficient and partial for the purposes of extending primary instruction.

25. He finally proposes to empower the local Government, on a petition from a certain proportion of inhabitants (representing, say, two-thirds of the property) of any village or group of villages, for a school, to levy for that purpose an additional rate on the rent-roll. The rent thus levied to be permanent, and to be collected by the Revenue officers.

26. The classes who do not contribute to the land revenue to pay a fee for the instruction of their children in schools thus founded.

27. Some schools, for special reasons, to be maintained wholly by the State.

28. *Town Schools.*—Dr. Peet would provide for the establishment of schools in towns by the agency of the Municipal Act, with, in some cases, supplemental grants-in-aid.

29. In the larger towns, Vernacular schools might be forced into existence by refusing to admit boys to English schools without a fair rudimentary education.

30. All village teachers, even the humblest, ought to have been trained in a Normal school.

31. In each Talooka should be a model Vernacular school, in which English might be taught to the highest class through the medium of the Vernacular.

32. Dr. Peet also offers suggestions for making English schools self-supporting, and for extending training schools for masters to every zillah.

33. Captain Lester, Inspector of the Southern Division, formerly Inspector in Sind, recommends that any measure that may be decided on should be introduced experimentally on a small scale.

34. He then proceeds to review the systems adopted in the North-Western Provinces, in Bengal and Madras, for the improvement of indigenous schools.

35. He states his impression that indigenous masters, who at present get barely enough to live, would gladly submit to rules laid down by Government for their improvement. (He does not, however, give any opinion as to how the parents of children would like Government interference.)

36. He shows that the Bengal system of improving indigenous schools costs Government Rs. 8 a-month per school, which is too expensive. But the advantage of a paid and efficient supervision is great.

37. The Hulkabundee plan is cheaper, but then it has only a precarious permanence.

38. The two systems should be combined and introduced into this Presidency.

39. Circuits should be organised as in Bengal, the cost being defrayed by a cess, as in the North-Western Provinces.

40. And Captain Lester would borrow some features from the plan adopted in the Rajhmundry districts of Madras.

41. The whole cost to be defrayed, *if the people would consent* (a weighty reservation), by a cess of one per cent. on the revenue.

42. Captain Lester then gives the details of his plan to be applied to the Belgaum Collectorate. It involves the appointment of two sub-deputy inspectors on Rs. 50 each per mensem, a training class in each Talooka (eleven in all), under a master on Rs. 15, for the training of indigenous masters, who are to receive certificates of competency, and to have hopes of entering the Government service.

43. The cost of the whole scheme for Belgaum would be (including rewards to masters and pupils, at the rate of Rs. 30 to each school), Rs. 12,576 per annum for the improvement of 200 schools.

44. The balance of the educational fund raised by the cess to be laid out in building school-houses, &c.

45. Captain Lester's plan assumes the continued existence of the present Government Vernacular schools.

46. I shall now call the attention of Government to the report of Mr. Hope, the enthusiastic and able Inspector of Guzerat, now the "Northern" Division.

47. Mr. Hope summarily condemns the policy of attempting the improvement of indigenous schools, and states that the grant-in-aid system, in its strict sense, is inapplicable to the object of spreading education in this country.

48. He more elaborately discusses the "partially self-supporting system," established by the late Board of Education in May 1854, and continued till November 1857, and states every argument that can be used against the maintenance of that system.

49. *Any voluntary* system of school establishment, he thinks, must fail in India, from the suspicious character of the people, their inability or unwillingness to combine and to work with disinterestedness for a public purpose.

50. And there are special objections to the particular form of voluntary system adopted in this Presidency, in the labour it throws

on the educational officers, and the irritation caused among the people when they are called on to subscribe to their school according to their promise.

51. He contrasts the method adopted by himself in Guzerat with the less uniform and stringent practice of the inspectoral authorities in the Deccan.

52. While asserting the superiority of his own mode of working the partially self-supporting system, he unhesitatingly rejects the system, however well it may be worked.

53. He then proceeds to judge and condemn, with more or less emphasis, every other plan for school-extension which has been either adopted or proposed in the North-Western Provinces, in Bengal, Madras, and this Presidency.

54. Tehsilee schools of the North-Western Provinces are supported wholly by Government. This is unnecessary.

55. Encouragement of indigenous schools has failed.

56. The Hulkabundee system has its merits, but it is inapplicable to this Presidency in several particulars, which he specifies.

57. The Rajhmundree schools are not materially different from those of the North-Western Provinces.

58. Mr. Woodrow's plan of school circuits has failed, and is not applicable to this Presidency.

59. My Bill, to enable communities to tax themselves for educational purposes, involves the voluntary principle, and therefore, and for other reasons, must be rejected.

60. Having thus cleared the way, Mr. Hope proposes his own plan, which resembles that of Dr. Peet. It involves an Educational Act, which would throw the whole charge of elementary (which he identifies with Vernacular) education on the people.

61. The non-agricultural classes are to pay their share.

62. The Act is not to apply to districts, but to places, the most promising to be selected according to the supply of trained masters available.

63. The schools thus founded to be open free to all classes and castes.

64. The school-houses to be built by an extraordinary impost, spread over two or three years.

65. Control of funds, schools, and masters to be in the hands of the Educational Department.

66. As regards the nature of the rate to be levied, no single

mode of taxation can be exclusively used. Local funds, when available, should be used, and existing taxes should be enhanced in preference to creating new ones.

67. The amount of rate should be fixed with reference to the population by the local Government, for, say, a term of seven years, and it should be collected, where there is no municipality, by the Revenue officers.

68. He calculates the sum required for Guzerat (population a little above two millions) at Rs. 2,09,238 for boys only,* or Rs. 4,66,944 for boys and girls, which, he says, would be a moderate impost. A reservation of one anna in the rupee on the land revenue, including alienations, would meet the entire charge.

69. I shall now have the honour to offer, as briefly as possible, my own remarks and suggestions.

70. Primary or elementary education in India is, of course, Vernacular, but the two terms are not co-extensive.

71. There must be separate primary schools for each Vernacular language.

72. This involves distinct sets of schools for Murathee Hindoos, Guzeratee Hindoos, Parsees (Guzeratee), Mussulmans (Hindoostanee), and Canarese; perhaps also Portuguese. (I exclude Sind.) And there must be facilities for training masters under these five (or six) heads, provided, at least, one year before any considerable number of primary schools can be opened.

73. These training schools must be spread over the country, in order that the candidate masters may not be taken far from their homes, a circumstance which, in this country, is always found to increase very materially the costliness of all kinds of labour. A man will sooner take Rs. 5 a month in his native village than Rs. 8 or Rs. 10 in another zillah.

74. The necessary training schools should be established at once at the charge of Government, pending the settlement of a plan for spreading primary schools on a larger scale.

(Existing Government schools might be selected, and, at a very trifling expense, turned into primary training schools, so that there should be, at least, one in each zillah.)

75. My conception of primary education, as at present required for India, is very humble.

* Eight times Captain Lester's estimate.

76. The master must be a man of the people, not raised so much above them, by knowledge or social position, as to alienate their sympathies. His business is to instruct, not to astonish.

77. He should be able to teach intelligent reading, writing, and rational arithmetic, and this is all I would require him to teach in the way of positive knowledge. His own training will, however, require the most anxious care. It should be essentially the culture of the heart, and those modest virtues which elevate and sweeten the lot of the poor.

78. The love of honest labour and independence, truthfulness of character, habits of order, cleanliness, and punctuality, frugality and forethought in money matters, loyalty and contentment. These are the hopeful seeds of civilization, and not the knowledge which puffs up, of a little literature and science.

79. That we may have masters fitted to impress such a stamp on their pupils, they must be carefully selected, and placed for training and supervision under the very best men we can find. No rules or system can be trusted to; we must get *men* for our training masters, and pay them well.

80. (Such a man was, I believe, the late lamented Bal Gungadhur Shastree, whose pupils are still among our best schoolmasters.)

81. If these points are kept in view—namely (1), district training schools, under really superior men; (2), selection of candidates for masterships from the villages where they are to serve; (3), a humble but thoroughly worked course of study; and (4), careful moral training, I believe that efficient primary village schools may be maintained in most parts of the Presidency at a monthly cost of Rs. 8 each, including supervision of an effective kind by an inspecting officer for each Talooka. Primary schools in towns would be more expensive.

82. How many of these primary schools will be required? This can only be ascertained experimentally.

83. It is not likely that the British Government will ever use compulsion, directly or indirectly, to fill its schools. The measure of our school-going population will therefore be the desire of Government education among the people.

84. The desire of Government education is unquestionably increasing, under our present system, as all the inspectors report; and if all our present schools were free, probably the school attendance would be at once doubled.

85. But it must be remembered that we already have Government schools in all the most populous towns, and that new schools established in less promising stations cannot be expected to attract so many scholars.

86. There are classes of the community which will contribute very few pupils to our schools; namely, Mahomedans, low castes, and wild tribes. The Mahomedans are supposed to number 774,264, and the wild tribes and low castes are reckoned at 1,695,978, out of a population of 9,015,534; leaving a balance of 6,545,292 Hindus, Jains, and Lingayuts, Parsees, Christians, and Jews, all more or less school-going classes.

87. The objection of the Mahomedans to Government schools is that the Koran is not taught in them, and this cannot be got over while Government preserves its policy of religious neutrality as at present interpreted.

88. As regards the low castes and wild tribes, who think reading and writing above them and of no use, I have frequently expressed my opinion that education for them should, where it is possible, be chiefly industrial.

89. There should be at least one primary and industrial school in each Talooka, not professedly or exclusively for low castes, but to which they should be specially invited, without regard to any prejudices of the more arrogant classes. These schools would be much more expensive than ordinary primary schools to establish, but they would after a time be partially, perhaps wholly, self-supporting, if properly conducted.

90. As regards ordinary primary schools, costing on an average Rs. 96 a year, including inspection, they should be continually spread wherever there is a prospect of a reasonable attendance of pupils, say eighteen or twenty as the minimum. It may be roughly estimated that the limit for many (say thirty) years to come will, taking an average of the whole Presidency, not exceed eighty per Talooka.

91. There are 135 Talookas in the Presidency. The total limit of ordinary primary schools would be therefore 10,800.

92. Allowing twenty-five scholars on an average to each primary school, elementary education would be thus provided for 270,000, that is three per cent. on the gross population, and upwards of four per cent. on the most civilized classes mentioned in my 86th paragraph, or twenty-four per cent. on the boys of a school-going age.

93. Besides, there would be the pupils of superior Government schools, missionary, private, and indigenous schools.

94. Speaking from my own impression, the probable demand of the people for ordinary elementary education would thus for the next thirty years be amply satisfied at a cost, reckoning each school at Rs. 96 a year, of Rs. 10,36,800, or rather more than one anna and two-fifths (1⅖) a-head on the population.

95. This does not include the cost of primary industrial (including agricultural) schools, or girls' schools.

96. The former might, perhaps, in consideration of their economical results, be provided for out of the general revenues, but this is not necessary.

97. Female primary education may be assisted by grants-in-aid, or otherwise, until native public feeling seems to justify the more direct action of Government.

98. I have thus sketched roughly the probable requirements of the Presidency as regards primary education for boys for the next thirty years. By what agency and method are these requirements to be met?

99. I concur with Dr. Haines and Mr. Hope in deprecating any serious effort to work through the indigenous schools of the country.

100. If any indigenous school-teacher requests inspection, it should of course be given, but on the terms that the inspector's advice is to be taken and followed.

101. If any indigenous school offers its pupils for examination, a small prize of books should be given to the master for each boy under sixteen years of age brought up to the standard of primary education fixed by the Department.

102. Each inspector might be permitted to spend up to Rs. 1,000 a year in awarding such prizes.

103. I should carefully abstain from obtruding unsolicited Government action into indigenous schools, which, while they are not interfered with, perform a very useful office, as Dr. Haines shows in his report (paragraph 62, also see my annual Report for 1856-57, paragraph 46, and the Government Resolution upon it, paragraph 6).

104. I do not therefore recommend Captain Lester's plan for adoption.

105.. We can only spread primary education in a satisfactory

manner by means of schools established under the auspices of Government, and whose studies are controlled by the Educational Department.

106. How are the funds for such schools to be obtained? Evidently by some kind of tax.

107. Here the fundamental problem presents itself. Are the people to be consulted before they are taxed, according to the Municipal principle, or is an educational rate to be imposed on them by the Government at its discretion?

108. It has, I believe, been for many years the settled policy of Government to encourage Municipal institutions in this country for the same reason that such institutions are encouraged in England. And the Educational Despatch of 1854 emphatically dwells on "the advantage of fostering a spirit of reliance upon local exertions, and combination for local purposes, which is of itself of no mean importance to the well-being of a nation." To the same effect were the orders of the Supreme Government, disapproving of our partially self-supporting system, on the ground* that it superseded local action.

109. The attempt that has been very zealously made in this Presidency, to carry out this policy with respect to education, has unquestionably failed, but it has failed mainly because its machinery was not complete.

110. It appears to me that if facilities were given by the Legislature for the assessment and collection of local contributions, the voluntary principle might be maintained. And Dr. Peet and Dr. Haines are of the same opinion.

111. As Government, however, have lately declined to entertain my proposal for an Educational Act on the voluntary principle, I do not venture to press it again on their attention.

112. I will only refer respectfully to pages 56C to 56N of my printed Report for 1857-58, in which I have discussed the proposal for compulsory educational taxation, and stated the political objections which seemed to me to lie against it.

113. The principle of compulsion being posited as the necessary basis of elementary education, I have no hesitation in recommending Mr. Hope's scheme for adoption, in its leading features, in preference to any of the plans tried in the other Presidencies.

* Which, however, was not admitted by the Bombay Government, whose further explanations of the system satisfied the Supreme Government.—E. I. H.

114. Its great merit is that, in his own words, it is an "elastic measure," which will adapt itself to the circumstances of every locality.

115. I now set down briefly some suggestions that will conclude this part of my report.

116. Government should immediately levy the extra assessment reserved under the Revenue Survey rules, and accumulate the same with all other funds that can be applied to primary education.

117. Collectors should be instructed to forward annually to the Director of Public Instruction a statement of the funds so collected and for the future forthcoming, showing the locality for which they are available; and detailed plans will be laid before Government by this Department for the application of the same to primary education, on the general principle already adopted with respect to Chilhur, viz., a central Talooka school and village Circle schools (see my letter No. 1696, of 16th August 1859), if approved by Government.

118. An Act, supplemental to the Municipal Act, should be applied for, to authorise the application of Municipal funds to secular education.

119. These measures, combined with those recommended in my 74th paragraph, may be adopted at once, independent of the proposed Educational Act.

120. The Educational Act itself should be as short and simple as possible.

121. It should empower the local Government to declare the Act in force in any town, village, or group of villages, as they may think fit, to name the total amount of funds to be collected annually, the method of collection, and the purposes for which it is to be expended (as primary schools, primary industrial schools, training schools, scholarships, prizes, building, furniture, &c. and inspection), for a term of seven years. It might be provided that no rate levied on any place should in the aggregate exceed two annas per head of the population.

122. I do not think it necessary to follow the inspectors into the various collateral topics which they, especially Mr. Hope, have touched upon. The present question is simply how to provide for the establishment of primary education. I have confined myself to that question.

123. As regards paragraph 8 of the letter from the Supreme Government, I am unable to speak precisely, as the grant-in-aid

system, in its strict form, has not been introduced with respect to missionary or native schools in this Presidency.

124. The natives here have been accustomed, for many years past, to a particular mode of co-operating with the Government, which I think they much prefer to the strict grant-in-aid system.

125. A native gentleman or community, when willing to give money for an educational or other institution, looks to Government to make a corresponding grant, or else perhaps to receive the money and allow a favourable rate of interest on it. The fund thus constituted is handed over to Government, and the school or other institution is considered a Government establishment, though, perhaps, named after the private founder.

126. Natives in this Presidency much prefer the prestige, purity, and efficiency of Governmental, to private, management, and are more willing, perhaps, to devote their funds, than their time and trouble, to conducting the affairs of an institution.

127. The grant-in-aid system, strictly so called, implies private management, and to that extent is not so palatable to natives as the method which I have described above.

128. I should think that the jealousy of natives would be excited if grants were made on a large scale to missionary, by which I understand professedly proselytising, schools, unless such schools were placed among a wild, out-caste, or low-caste population; but I have no evidence to offer in support of this opinion (see Dr. Haines's report, paragraphs 63 to 73).

129. The accompaniments may be returned when no longer required.

I have, &c.

(Signed) E. I. HOWARD,
Director of Public Instruction.

EXTRACT PARAGRAPHS 40 TO 74 OF A REPORT FROM DR. R. HAINES, LATE ACTING EDUCATIONAL INSPECTOR, CENTRAL DIVISION.

Dated 2nd November 1859.

40. I may premise that, in considering the most eligible means of providing elementary instruction for the mass of the population, the possible courses open to the Government are four in number :— 1*st*, To maintain schools at the expense of the State and under its entire control; 2*nd*, To assist popular or vicarious efforts under the purely grant-in-aid system, or the modification of it, which in this Presidency goes by the name of the partially self-supporting system ; 3*rd*, To levy, by the authority of Government, a special local rate for the exclusive purpose of establishing and maintaining schools ; 4*th*, To take measures to enable communities to tax themselves in some equitable way for the same purpose. To these I may add, as an auxiliary means, the encouragement and improvement of indigenous schools.

41. The first of these systems is in full operation in this Presidency. The earlier grants for education were all thus applied. The most promising localities were selected, and, as a consequence, the greater number of the large towns are provided with well-attended schools and well-paid masters, all entirely supported by Government.

42. But these schools were necessarily expensive. When the grant was increased in 1853-54, the Board of Education endeavoured to extend their operations at a less comparative cost, and hence introduced the partially self-supporting system. But as the large towns were already occupied with the Government schools, their Notification of the 20th May 1854 practically applied only to the smaller towns and the villages. Thus, unavoidably perhaps, the degree of encouragement that should have been afforded to the different classes of communities was altogether inverted; the larger towns, with a comparatively wealthy and intelligent population, were provided with schools at no cost of their own; while the village communities, naturally far less alive to the value of education, were called upon to furnish from their more limited resources a large portion of the expenses.

43. The attempts to remedy this original defect have been very unsuccessful. In compliance with the wishes of Government, the town communities have been repeatedly called upon to bear their part in the support of the Government schools already established. The result is not surprising; the amount raised in this way has been most trifling. On the other hand, the villagers grumble at being expected to pay anything for their own schools, when their richer neighbours in the town get theirs for next to nothing.

44. The idea of supporting the mass of elementary schools at the sole expense, and from the general revenue, of Government, cannot, I conceive, be entertained. I believe that in the large towns, but only in them, many of these schools might be made self-supporting, by raising the fees to four or six times their present amount. But this plan cannot be generally adopted; and it would be so subversive of all true principles of popular education, that it may be dismissed without further notice.

45. The grant-in-aid system presupposes the existence amongst the population, or; at least, among influential sections thereof, of a real desire for instruction, and a willingness to make certain sacrifices to obtain it.

But these do not exist here: they may eventually be called forth by the enlightening influences of our Government, and symptoms of such a change are even now beginning to appear, but for present progress no hope of popular assistance in that shape can be entertained. Nor do I see how it can reasonably be expected. What would the National Schools of England be without the parish clergyman, the neighbouring squire, and the numerous scattered residents of smaller but competent means, of ample leisure, and of liberal education? For such men the stately Jagheerdar, the wealthy usurer, and the pensioned official of the Deccan, are but poor substitutes.

46. The strictly grant-in-aid system, which professes to leave the details of the school management in the hands of the local contributors, has never come into operation here, from mere want of the opportunity of applying it. The partially self-supporting system has, at least, the merit of being practicable. It has effected much good: it has covered the country with a multitude of schools, at intervals too wide, it is true, and very irregularly distributed, but still diffused with some regard to the requirements of the population. But it is a painful process to maintain them. The

difficulties in the way have been so well stated in the published documents quoted in the margin and elsewhere, that it is unnecessary to recapitulate them.

Report of the Director of Public Instruction, Bombay, 1856-57, paragraph 54.

Report of the same for 1856-57, page 56 J, and Mr. Hope's letter in the same, page 56 D, paras. 2 to 6.

47. In my own division I have found the financial troubles of these schools most distracting. By the adoption of the Guzerat system of accounts, the money affairs would be in a certain sense simplified, and the schools made more efficient by the regularity of payment to the teachers; but I do not see how the inspector's labours are to be lightened by it,—rather the reverse. Being responsible for all the payments from the treasury, he must perforce secure himself by ensuring the due and punctual collection of the villagers' contributions. He does and can only do this through the agency of the local Revenue authorities. But this is practically a compulsion applied to the performance of an agreement which is nominally voluntary; for how far an agreement drawn out and urged by Government officials, and signed in their presence, is really voluntary, few Europeans, taking each case apart, would be able to decide.

48. But after all, the worst point about the system appears to me to be that it is not adapted for permanence. The very strictness of procedure, which alone maintains the schools efficient for a time, raises an opposition under which they must generally succumb. New schools may arise elsewhere to go through the same process of expansion and decay; but this fluctuation is little significant of true progress.

49. By the adoption of this system, however, a great advantage has been gained. Without irritating the minds of the people by the hasty introduction of a compulsory system, their feelings in regard to education have been practically tested; and I must say that, in spite of all drawbacks, the result is eminently favourable and encouraging. There is, I feel convinced, a great and wide-spread desire for instruction. True, this is not equally strong in all classes;—the thrifty grain-dealer and the wily money-lender may be too absorbed in the accumulation of wealth to think of much beyond their money-bags and the multiplication table;—the stern ascetic and the haughty Mussalman may scorn the acquisition of worldly knowledge, and the poor hard-worked agriculturist may be altogether unable to see what good is to be gained by it; but the general town

population, the artisans and the petty shop-keepers, and above all the writing classes, as the Brahmins and the Purbhoos, eagerly resort to the Government schools. This is all what might have been expected, and is in no way opposed to the experience of our own country.

50. Every body who knows anything of the natives of this country will understand how little to the purpose would be direct inquiries as to their ideas upon a subject on which they knew their questioner to be interested. I have made few such inquiries, but by such indirect methods as were available I have endeavoured to ascertain in what light the Government schools were generally viewed, and I can truly say that I have observed nothing whatever to indicate any jealousy of the intentions of Government in establishing them. But when the question of payment comes up, then the difficulty begins. Under a purely voluntary system, the subscription falls upon comparatively a few. These soon get tired of the unequal pressure; some go away, others die; none come forward to replace the lapsed subscribers; and the remainder often cease to pay, unless forcibly reminded of their contract by the Mamlutdar. The chief fault lies in the original inequality of the apportionment, and in the difficulty of enforcing the punctual fulfilment of the engagement by all alike. This has been the burden of the complaints which I have heard so frequently; a more equitable distribution of the payment would, I believe, in most cases remove all the discontent.

51. This brings me to the consideration of the third method by which elementary schools may be maintained, viz., by the levy, by Government authority, of an educational rate. If education is to a certain extent valued by the masses,—if no unfounded suspicions, in regard to the intentions of Government, have been aroused,—if the chief difficulty in extending our present operations lies in the inequality of payment which is inseparable from a voluntary system, and the annoyance and feeling of injustice caused thereby,—if the people, by their social divisions, are incapacitated for useful co-operation, and, from time beyond memory, have been accustomed to look to the ruling powers to take the initiative in every work and to expect their obedience,—why, it will be said, not remove this inequality, and obtain the means of extending your schools indefinitely, by levying a general tax for this particular purpose?

52. Possibly the conclusion herein involved may be logically deduced from the premises; but I own that I should shrink, were

I in the place to decide, from acting upon such conclusion. By this very measure the conditions of the argument would be altered; it is not clear that, under such circumstances, no discontent would arise, or that, if it did arise, it would be a merely local affair,—an issue, and that on a very minor point, between a single isolated village and the authorities. If I mistake not, history affords many proofs of the extreme dislike of ignorant populations to be benefited against their will. Unjust privileges, perversion of justice, taxation and extortion, they may submit to, because it comes home to their comprehension that their oppressors have an interest in the matter—that somebody gains at their expense; but to be compelled to pay for their own benefit, is to be made the victims of a philanthropy so refined that they are puzzled to understand it, and are as likely as not to put the worst construction upon it.

53. The time may come—it may not be far distant—when such a measure may be both safe and beneficial, but I would approach it by degrees. Educational measures, to be of real value, must carry the people with them, or, at least, must not be too far in advance: we have cautiously felt our way hitherto, and the advance has not after all been so very slow. But, as I have said, the ground is not assured, and a change of plan—a broader basis—is palpably necessary. Unwilling, however, to jump at once to the recommendation of so strong a proceeding as the levy of a general educational rate, I am inclined to fall back upon the fourth method alluded to in the second paragraph of this report, the principles of which are embodied in the Draft Bill drawn up by you, and published in your Report for 1857-58, page 56 K. It would be a step in advance of the present system, preserving its advantages but remedying its evils. A few years' experience would then show whether a general educational rate could be levied with safety and effect.

54. Should such a rate be eventually levied, it would be a most important point to decide on what basis the assessment should be fixed. Whether on that of the land revenue, of house rental, of income, &c., or upon a combination of such bases. In forming this decision, the experience that might be gained by the application of such a measure as that of the Draft Bill would be most valuable, and this constitutes, to my mind, an additional reason for resting content, for the present, with that step of progress.

55. In the Educational Despatch of 1854, the system in force

in the North-West Provinces is repeatedly recommended for adoption, and it is spoken of with equal favour in the Despatch No. 4, dated the 7th April 1859. This system, as far as I understand it, differs from that in operation here, chiefly in two respects—a greater interference with the indigenous schools, and the imposition of a cess rated upon the land assessment, either by direct regulation, as in newly assessed districts, or in unsurveyed districts, with consent of the land-owners, obtained through the influence of Government officials, often by the aid of considerable moral pressure. I will consider the latter part of this system first.

Paras. 46, 60, 89, *seq.*
Paras. 48, 50.

56. *Hulkabundee, or Circle Schools.*—The primary idea of this system is to have Government schools, not for separate villages, but for groups of villages. This, by itself, is a good and economical plan; but it is, from its nature, only suitable for districts where the population is tolerably dense, and the villages close together. This is not the case in the Deccan and the Concan. Generally speaking, the villages are too far apart to allow of any general application of the principle, but it may very well be applied in exceptional cases.

57. In newly-assessed districts in this Presidency, Government have reserved to themselves the right to levy an enhanced assessment, at the rate of half-an-anna in the rupee, for educational purposes. This, I believe, is consequent upon a reduction in the assessment under the operation of the survey. An educational revenue is thus secured similar to that of the North-West Provinces, and where villages can be grouped together, the local cess might be sufficient by itself to maintain the schools on the Hulkabundee system. The difficulty will be in the treatment of villages which are too far apart to be joined into circles, as the cess in such cases will be insufficient. Perhaps means may be found of throwing the revenues of a whole Talooka, or of a Turruf, into a common fund, to be apportioned at the discretion of the educational authorities. If the cess is ever to be levied, it seems to me worth consideration whether it should not be done at once, and schools established from time to time, as arrangements can be made for them. The benefit of the reduction of assessment will soon be forgotten by the ryots; and more discontent may be occasioned by its increase at a future time than by the continuous levy of an increased rate from the commencement.

58. Besides that the North-West Provinces are more densely peopled than the Bombay Presidency, the difference in the land tenure is so great that a direct comparison of systems is almost impossible. The Zemindar of the North-West, who pays the cess, gets no direct return for his outlay; and his interest in the moral improvement of his ryots will rarely, I am afraid, be sufficient to compensate him for the same. If his land is unsurveyed, and a nominal consent has been obtained from him, the payment may yet rankle in his mind; if he throws the burden upon the ryots by raising their assessment, he is not likely to smooth down their discontent by the explanations that he chooses to offer. Here the individuals who pay the cess will themselves reap, at least, a large share of the benefit, and no third party will step in to distort the intentions of Government and to aggravate discontent. These latter observations have occurred to me with reference to a passage in the Report of the Director of Public Instruction for 1857-58 (page 56 1), a quotation from Mr. Raikes' "Notes on the Revolt in the North-Western Provinces." * I have a strong suspicion that the love of the people for our Colleges, spoken of by Mr. Raikes, was as intimately connected with the stipends and scholarships that were to be gained there, as their hatred of the village schools was with the payments they had to make to them.

59. *Tehsilee Schools.*—These schools, as they exist in the North-West Provinces, do not differ, as far as I can see, from the better class of our village schools, which are entirely supported by Government, or, as we may call them, town schools. Under a general system of education, the finances of the State should be relieved of part at least of the burden of supporting them. The Talooka educational fund might be drawn upon for their maintenance, to which a direct Government contribution might be made, with the object of raising their *status* and keeping them efficient enough to serve as models for the surrounding village schools. Until this

* "If one fact was, during the late troubles, more clearly demonstrated than another, it was this, that the body of the natives hated our system of village schools, whilst they clung to our colleges. The reasons for this preference and aversion seem to be these:—The village schools were generally supported by a subscription of one per cent. on the Government revenue. The influence of local officers was enough to induce the land-holders to grant this cess, but at heart the ignorant Zemindars looked upon the whole scheme with suspicion and aversion, as calculated to interfere with their religion and their pocket at the same time."

time arrives, little can be done different from what has been already attempted. If, by the operation of a measure like that of the Draft Act, schools become multiplied, the best way would be to close the present town schools altogether, unless the townspeople come forward to their support, which, under such circumstances, they doubtless would do in most cases, if not in all.

60. *Indigenous Schools.*—Both in the North-West Provinces and in some parts of Bengal, great efforts appear to have been made to improve the indigenous schools.

If any good is to be done in this way, Mr. Woodrow's plan is doubtless suitable. But my own opinion is, that the work is the reverse of hopeful, and that to prosecute it is to waste means and energies that may be far more profitably expended. The masters of indigenous schools are not a class of men susceptible of much instruction. They will readily enough take the rewards offered, and profess to carry out the improvements suggested to them, but I doubt if their schools will be much the better for it after all. The goodness of a school depends, as every body knows, on the master's own qualities. Unless these can be raised, all is useless; and a man of mature age, already a teacher, will not learn much to the purpose by the occasional visits of a Sir Puntojee, but a little above him in station and education.

Educational Despatch, No. 4, of the 7th April 1859, para. 21.

61. The expenditure might be better applied to the foundation of training schools for schoolmasters. This is, at present, the crying want: without an adequate supply of good teachers, not only are current operations greatly impeded, but, quality being subordinated to number, the statistics of schools and scholars become most fallacious indications of progress.

62. Besides that, I think, as a rule, little can be done to improve indigenous schools; and that the attempt to bring them within the range of the operations of Government, is an objectionable interference with private undertakings. These schools serve a far from useless purpose, as foils to the Government schools on the one hand, and as a refuge for the dissatisfied on the other. On all accounts, I would let them alone.

63. The question of assisting missionary schools under the grant-in-aid rules, is a wide and a difficult one. It is alluded to in the Resolution of the Government of India under reference, and in the Educational

Para. 8.

Paras. 56, 57.

Despatch No. 4, of 1859, and I offer, as requested, my own views regarding it.

64. There is nothing throughout the Educational Despatch of 1854 to show that the idea of such assistance was ever entertained by its framers, or that such idea had ever occurred to them. The object of the grant-in-aid system is everywhere spoken of as the encouragement of *local* efforts: one especial recommendation of the system being, that it "possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is itself of no mean importance to the well-being of a nation." And, although in the succeeding para. (53) considerable latitude is expressly given to the term "local management," and in the antecedent para. (51) it is expected that the efforts of Government will be aided not only by "educated and wealthy natives of India," but by "other benevolent persons," yet schools founded for missionary purposes seem to occupy so very peculiar and exclusive a position, that the applicability of the grant-in-aid system to them must, as far as the terms of the Despatch are concerned, be questionable.

Para. 52.

65. If there were nothing to be said against such application, the doubt would scarcely come to a practical issue, and the grants might be given as a matter of course. The cardinal point on which the whole question turns is, however, that of "religious neutrality." Is a grant of this kind a breach of religious neutrality or not?

66. To decide this, a little consideration of details is necessary. With what object are missionary schools founded? Do they owe their origin to a mere spirit of philanthropy, which, though itself truly the offspring of Christian faith alone, yet, with overflowing love and goodwill towards all men, seeks to minister to the human wants, not only of brethren in the faith, but of those outside its pale? and does it happen that, to carry out this intent, the school is chosen merely because, with a definite outlay, more can be effected by it than by other means? If this were so, the question would be at once settled, and the missionary subscribers would clearly fall under the category of the "other benevolent persons" spoken of in the Despatch.

67. But it is not so. The school is confessedly and unmistakably intended for an engine of conversion to Christianity. Indeed, the most energetic supporters of missionary operations are generally those who the most uniformly disparage mere secular instruction, and who are inclined to regard it almost as an unholy thing, when

not sanctified by the concurrent inculcation of Christian morality and doctrine. As a fact, missionary schools in this part of India are mostly established in places where Government schools also exist, or where, if this be not the case already, Government schools might well be located; so that, as mere *media* for conveying secular instruction, few comparatively of the existing ones are required.

68. I do not deny that missionary schools, as at present supported, create little or no alarm among the native community. The people allow their children to attend them as readily as could be expected. But why is this? Not only do the people perfectly understand that these schools are the result of merely private effort, and that no Government influence is brought to bear upon them, but they are persuaded by experience that they have little to fear from them. I speak under correction from those who know more about them; but I am persuaded that the conversions effected through the direct teaching given in these schools are inconceivably few. Of the numerous vernacular schools maintained by the missionary bodies, how very few have even Christian teachers; and it cannot be surprising that instruction by a Brahmin pundit in reading from a book, though that book be the Bible, should fail in detaching the young pupil from the creed of his instructor. When, however, a conversion does occur, it is well known that the school is at once emptied, and only by slow and painful degrees that it attains to any thing like its former condition. But for this the mere appointment of a Christian teacher is sometimes sufficient. In a large town which I visited in my tour, there formerly existed, in addition to two Government vernacular schools, two flourishing schools under the superintendence of a resident missionary, who is my authority for the facts. The missionary work made little or no progress, and to give it a more decided impulse, the pastor replaced his heathen teachers by two native Christians, of at least equal attainments. The consequence was that, with some two or three exceptions, the pupils were all immediately withdrawn, and the missionary clergyman closed the schools in despair.

69. The comparative confidence of the people in the generality of the present missionary schools may thus be accounted for. But the advocates of Government assistance to missionary schools would hardly wish to urge in favour of their views, that, as the schools had little effect in converting the natives to Christianity, it would be practically no breach of religious neutrality in Government to assist

them. The obvious intention and occasional effect of these schools renders it impossible, I conceive, for a perfectly neutral Government to give them pecuniary assistance.

70. It will be understood that throughout this report my observations are founded upon the bases of the experience gained within my own districts, where missionary vernacular schools are established, much in the same localities as Government schools. But this may not be the case elsewhere. There are tracts in India where, although it would be extremely desirable that schools should be established, Government could only maintain them with difficulty, or at an outlay disproportioned to the results. If missionary bodies were willing to step in and occupy the ground, the question of Government assistance to their schools would assume a different form. It is universally acknowledged that the duty of a Government is to promote to the utmost the social well-being of its subjects. On the other hand, the principle of absolute religious neutrality is not one generally accepted by the Governments of the world, and by the few which admit it,—Christian Governments, it is true,—rather as a matter of expediency, and to preserve peace and good-will between the different classes of the community, than as a manifest duty consequent on the profession of Christianity. As such it has been adopted by the British Government of India; and when the former acknowledged duty comes into collision with this self-imposed restriction, the latter must, I should say, give way.

71. Each case, therefore, would come to be decided upon its own merits; but it would always rest with the applicants for Government aid to show cause why, in the particular instance set forth by them, the strict application of the principle of religious neutrality should be waived.

72. The difficulties in the attempt to educate the wild tribes of this country are but too well known. Except in the few instances in which these tribes are given to agricultural pursuits, and have settled habitations, any mere system of school extension must fail to reach them; nor necessarily even then, in consequence of the restless and suspicious nature which is more or less a common character in all. I have previously made some brief remarks on the subject with reference to one of such tribes found not far from Bombay—the Waralees. I have little to add to the suggestions then made. I believe that the direct agency of

Quarterly Report of Acting Educational Inspector, P. D., dated 22nd May, 1858, paras. 14, 15.

Government can effect little in comparison with zealous and enlightened private efforts. Nearly everything depends on the first step, acquiring their confidence; a confidence which they will far more readily give to individuals than to so abstract, and, to them, unintelligible a power as the State. A humble settlement made in the midst of them, around which gardens and fields—then workshops and schools—might spring, would do more towards converting them into good citizens, than an army of schoolmasters planted at once among them.

73. This appears to me peculiarly a field for missionary exertion. Such an attempt would entail more hardship, more self-denial, more seclusion from even the reach of civilized life, than the generality of missions in India; but the enterprise, I should have thought, would be on the whole more hopeful, and the result more striking. The close and combined resistance offered by an ancient though distorted civilization would not be encountered in anything like the same degree, and as the operations would be carried on out of immediate contact with the professors of the dominant creeds, the chances of offending the susceptibilities would be reduced to a minimum. The result also, if successful, would be more important in a social and political point of view; and it might therefore become a question whether, under certain conditions, a relaxation of the arbitrary principle of religious neutrality might not justly and wisely be extended to institutions having these objects in view, so far as to allow of pecuniary and other assistance being afforded them.

74. With regard to the education of the low-castes, I must express my objection to the maintenance by Government of any schools which are professedly and by name intended only for low-caste boys. It is itself a breach of religious neutrality, and on the wrong side. I cordially acquiesce in the basis upon which the question of the admittance of all classes indiscriminately into Government schools has been put by the recent resolutions of Government. It is, I believe, the only practicable one at present. But the lower castes should have the means of instruction. In the smaller villages individual cases of hardship must inevitably occur; but in the larger towns, where these people chiefly congregate, more can be done for them. In many of such towns in the Central Division "low-caste" schools already exist, either as

Report of Director of Public Instruction for 1856-57, paras. 177 to 181.

Government Resolution No. 440, dated 17th February 1859, para. 14.

Governmental, or aided, or as private institutions. As far as Government is concerned, I would abolish altogether the name of "low-caste" school, substituting that of "primary school," or some equivalent term, so that these schools, at least, should be absolutely and unequivocally open to all castes and classes; and in places where schools of this character do not already exist, I would, if possible, establish others of a similar nature.

(True extract)

E. I. HOWARD,
Director of Public Instruction.

EXTRACT PARAGRAPHS 2 TO 34 OF A REPORT BY DR. J. PEET, EDUCATIONAL INSPECTOR, CENTRAL DIVISION.

Dated 1st October 1859.

2. The elementary education of the people may be attempted by the improvement and extension of the indigenous schools now existing; by the foundation of new schools, entirely supported from the revenues of the State; or from local assessments; or by a combination of these methods. The general promotion of elementary instruction by a system of grants in aid of popular subscriptions, I hold to be both theoretically and practically impossible.

Educational Despatch, No. 4, of 7th April 1859, pages 49, 50.

3. At first sight, the encouragement and extension of indigenous schools would seem the most feasible plan. These schools are already in existence; they possess the sympathies of the people, and are, it might be thought, capable of extension and improvement, without exciting the jealousy or opposition of their Puntojees and their patrons: accordingly very strong opinions have, from time to time, been expressed that they are the principal *media* through which an attempt should be made to educate the masses of the people. Did the question rest solely upon "theory," it might not, perhaps, be susceptible of solution; but, fortunately, we are able to apply the more satisfactory test of experience.

Adam, on Vernacular Education, Despatch of the Court of Directors, No. 3, February 3rd, 1842.

4. In the year 1850, as is well known, the Government of the North-Western Provinces adopted a scheme of popular instruction, the main features of which may be thus briefly stated. The indigenous schools were to be encouraged and extended by frequent

inspection, by holding out rewards to the best vernacular scholars, by the distribution of books, and by occasionally increasing the salary, and raising the social position, of the teachers. They would, it was hoped, be further improved by the establishment at each Tehsildaree of a superior school, which was intended to serve as a model for their imitation.

Report on Indigenous Education, 185 of 1851, pages 342, 343, 344.

5. In the year 1852 this scheme was in full operation. It was found, however, that the indigenous schools were in a great measure confined to the towns, and that they were by far too few in number to provide for the wants of the people, even supposing them to be susceptible of the requisite improvement. From the statistical information collected, it appeared that there were only 3,500 schools in a population of six millions; or, in other words, out of 14,572 villages, 12,932 were entirely without schools.* The Visitor-General states, "We have but little to superintend comparatively speaking, few teachers to improve. Our best and most important books are of no avail in the midst of this vast sea of ignorance and intellectual destitution."

Report on Indigenous Education and Vernacular Schools, 1851-52, p. 244.

6. It was consequently evident, even at this early period, that no great results could be anticipated from the indigenous schools, and it does not appear that subsequent experience has been more encouraging. Many new schools have, it is true, been brought into existence through the instrumentality of the Visitor-General and his subordinates, but they are described as of "mushroom growth;" and it is stated in the Report for 1852-53, that "one-third of the schools, towards the improvement of which our efforts were last year directed, have disappeared." In the last Report, that for 1854-55, the indigenous schools are not clearly distinguished from the Hulkabundee schools, to be presently noticed; but from the tenor of paragraphs 17, 20, and 24, it may be safely inferred that the difficulties experienced had in no way been removed.†

* It is often assumed that indigenous schools are attended by the lower classes. This is a great error. They are essentially schools for the higher and middle classes. *Vide* Mr. Woodrow's Report, paragraph 17, Appendix to the General Report on Public Instruction in the Lower Provinces of the Bengal Presidency for 1856-57.

† From page 34 of this Report, I rather infer that it is expected that the Hulkabundee schools will in time take the place of the indigenous schools.

7. It therefore appears that there is nothing in the experience of the North-West Provinces which holds out a reasonable prospect of much being effected through the indigenous schools in this Presidency, unless it can be shown that we are more favourably situated as regards their number and capability of improvement. I do not possess returns of the indigenous schools in the collectorates of the Central Division; but, when holding charge of the Presidency Division, I paid attention to the state of the indigenous schools in the Tanna and Rutnagherry collectorates. The number of indigenous schools in the former collectorate, in the year 1855, was 224; in the latter, 204. The population of the two collectorates may be stated, in round numbers, at about a million. For my opinion of the character and susceptibility of improvement of these indigenous schools, I beg to refer to the documents named in the margin.

Quarterly Report, Educational Inspector, Presidency Division, dated 23rd February, pp. 85, 86, 87, 88.

Quarterly Report, dated January; Presidency Inspector's letter, No. 521; of 1856, dated 3rd December.

8. I do not think, therefore, that we have any reason to anticipate more favourable results from attempting to work through the indigenous schools, than have attended the zealous efforts of Mr. Reid in the North-West Provinces; and seeing how little has been effected through them, under the most favourable circumstances, the idea of founding a scheme of elementary instruction upon their extension and improvement should be finally abandoned.* Nevertheless, a helping hand should be held out to any indigenous school deserving of assistance, and affording any prospect of improvement. It would not, however, in my opinion, be desirable that much of the time of the educational officers should be taken up with the indigenous schools.

9. But the scheme adopted in the North-West Provinces was

* In the Lower Provinces of the Bengal Presidency, an attempt has been made to improve the indigenous schools, in a manner similar to that of the North-West Provinces. In addition, however, in some of the Districts (Mr. Woodrow's and Mr. Pratt's), the most promising schools have been formed into sets or Circles, of three, four, or five, according to circumstances; and to each Circle a qualified teacher, upon Rs. 15, is appointed. It is his duty to go from school to school, instructing the teachers and more advanced boys. This plan is said to have been successful so far as it has been tried. I think, however, it yet wants the test of time. Novel schemes of education, like other novel schemes, are usually, for a time at least, successful in the hands of the person by whose energy and ingenuity they have been planned and organized.

not, for any length of time, confined to the model and indigenous schools above referred to. So soon as it appeared how little could be effected in improving and extending the latter, means were devised for establishing village schools, which were to be under the direct control of the educational officers. The schools thus established are known as the Hulkabundee schools. They are supported by a cess or rate, but which is not always levied in the same way. Where the Zemindars make no objection, the rate is levied upon the Revenue, and may thus be very readily collected. Sometimes, however, the Zemindars, not unreasonably, are averse to bear the whole cost of the education of their tenants' children, in which case the rate is in part levied upon the rent-roll, or a sort of compromise is made, Government and the Zemindar each contributing a percentage upon the amount raised.. It is material to notice that the consent of the payers was formerly obtained to the imposition of this rate; and therefore it cannot be viewed in the light of an education tax. Nevertheless, from the description of the manner in which the arrangement is entered into, there can be little doubt that a good deal of official pressure is brought to bear, and there can be no question that the success of this plan, where it has been successful, is mainly due to the exertions and influence of individuals in authority. Further, it does not appear that there is any guarantee that the rate will continue to be paid longer than may suit the inclination or convenience of the payers; and, consequently, every reason to apprehend that the removal of an influential and popular collector will often lead to a collapse of the scheme in the district over which he may have presided. Throughout the Reports of Mr. Reid there will be found allusions to a discontinuance, on the part of Zemindars and others, of their contributions, and to the consequent closure of schools. It appears, therefore, that one strong argument, which has been used against the system now in force in this Presidency, is equally applicable to the Hulkabundee system in the North-Western Provinces, viz., the impossibility of ensuring by it the permanency of the schools. It is evident, also, that the Zemindaree settlement, in the North-West Provinces, is much better suited to the collection of this rate, than is the Ryotwaree settlement of this Presidency.

Report on Indigenous Education and Vernacular Schools, 1853-54, p. 60.

Report on Public Instruction in the Agra Presidency, 1854-55, page 29.

1851-52, page 245.

10. The experience of the North-West Provinces is conclusive, in my mind, as to the inexpediency of attempting to work through the indigenous schools; but it does not decide the question as to the best means of raising funds for the organisation of a state system.

11. Nor will much light be thrown upon this difficult subject by the measures adopted in the Bengal Presidency. *There* an attempt has been made to carry out the grant-in-aid system in the establishment of superior vernacular schools, which has signally failed. But this is thought to depend not upon the grant-in-aid system being unsound in principle, but rather to the rules for such grants requiring too much from the people; and accordingly it is proposed to modify the rules for grants-in-aid in such a manner as that Government will bear a larger proportion of the cost of the schools. For village or elementary instruction, the improvement and extension of indigenous schools seems to be chiefly trusted to. In fact, as regards the superior vernacular schools, an attempt is now (and as it appears unsuccessfully) being made in Bengal to effect that which has been successfully carried out in this Presidency, to a greater or less extent, for the last ten years; so far, indeed, as it can be said that there is any comprehensive scheme in existence in the Bengal Presidency, it resembles the system pursued in the North-West, but without the only valuable part of that system,—the Tahsilee and Hulkabundee schools.

General Report of Public Instruction in the Lower Provinces, Bengal Presidency, 1856-57, page 22.

12. I have already expressed my opinion of indigenous schools from personal observation, and from a careful consideration of the various reports of the North-West Provinces. I will only here add, that I see nothing in the Bengal Reports which would lead me to change it.

13. From the foregoing analysis, it will be apparent that, in my opinion, neither the system adopted in the North-West Provinces nor that in Bengal, should, without modification, be introduced into this Presidency. In discussing the measures which should, in my opinion, be adopted, it will be expedient to distinguish *village* from *town* schools.

14. Excluding the grant-in-aid and indigenous school methods as insufficient for the elementary instruction of the people of this country, the first question to be decided is, whether the people are

to be *compelled* to raise funds for educational purposes, or whether the raising of such funds should depend upon the feelings and wishes of particular communities.

15. I must confess that I am no advocate for compulsion. "To strive to benefit a people in a manner opposed to their feelings and wishes, is a doubtful policy, under any form of Government," and certainly the attempt has only a chance of being successful under a very despotic one. This remark is, perhaps, peculiarly applicable to this country, where the motives of the ruling authorities are liable to be misunderstood. In my mind, therefore, the imposition of a general tax for educational purposes, a measure which has been recommended, is, as a matter of general policy, inexpedient. Further than this, it is not suited to the present state of education in this country. The general and immediate establishment of a large number of village schools would not be successful, from the very obvious reason that they could not be supplied with teachers; whilst, in the present state of feeling, as regards education in many instances, they would be destitute of pupils. It is not by the institution of a vast number of village schools, under inefficient teachers, that education is to be promoted. This subject was fully considered by me in the year 1857, and brought to your notice in the document noted in the margin, to which I beg to refer, now merely adding that more mature deliberation and a larger experience have strengthened the views I then expressed.

Letter from Educational Inspector, Presidency Division, No. 77, 1857, pages 9, 12, 22, 26, 35.

16. Dismissing, therefore, the subject of a general educational tax, it remains to be considered how funds are to be raised for the support of village schools. This is a problem very difficult of solution. In some parts of the Presidency, where the new revenue assessment has been introduced, Government reserves to itself the power of imposing a rate for education. This, I presume, has not been done without, in some measure, obtaining the consent, or, at all events, ascertaining the feelings of the people. The power just noticed has not, I believe, up to the present time, been exercised. If Government really intend to exercise it, delay should be deprecated; for what would be readily submitted to at the commencement of a new fiscal era, would, perhaps, at a later period, when the circumstances of the settlement had been forgotten, be opposed as a separate and obnoxious attempt at taxation.

17. So also, I believe, a clause has been introduced in the Draft Alienation Act, providing for the imposition of a rate in aid of education, upon the quit-rent paid to Government by the Enamdar. Moreover, in some of the collectorates, there are local funds which, for several years, have been set apart for educational purposes, as the Chilhur Fund, in the Ahmednuggur Collectorate, &c.

18. Of course, advantage will be taken of these sources of income, but at present they amount, even in the aggregate, to a comparatively insignificant sum; and which, moreover, can only be appropriated to particular districts. For the greater part of the Presidency, there are absolutely no funds available for the endowment of schools. The question is,—how are they to be provided? The proposition which I am about to make is founded upon the assumption that, in a large number of villages of this Presidency, a portion of the inhabitants are desirous of educating their children, and that in those villages where no such desire at present exists, it will gradually be created. When we consider the number of schools which were set up during the year 1855 and a part of 1856, on the partially self-supporting system, it must, I think, be admitted that such an assumption is by no means without a reasonable basis. Under that system there was no great difficulty in establishing a very considerable number of schools, perhaps, indeed, as many as could at the time be supplied with competent teachers; and had it not been for the difficulty of collecting the subscriptions, which devolved in a great measure upon the educational officers, there might not, in this Presidency at least, have been any necessity for many years of organising a more elaborate and comprehensive scheme.

19. I would propose to empower the Government, by an act of the Legislative Council, to levy a tax upon the rent-roll (Jamabundee) whenever an application for a school is made by a certain proportion of the inhabitants, either of a single or of several villages, according as it might be desirable to have a school for one village, or a circuit of several villages. As a general rule, it would not be necessary to establish a school in each village. It should, however, be understood, that no child should have to go more than one koss to school.

20. The rate once levied should be permanent; and in this respect, this assessment differs essentially from the Hulkabundee

assessments of the North-West Provinces. It will, of course, be collected by the revenue officers, and the educational department should have no further concern with the school than to organise it and maintain the efficiency of the teaching.

21. In the first instance, however, a general plan of the schools for elementary instruction required in each collectorate might be prepared under the orders of the Director of Public Instruction.

22. There will doubtless be some, and, perhaps, a considerable number of villages, for which, for some time to come, no applications will be received. This must be expected; and it may be well to remember that in all probability a school would not be well, and, perhaps, not at all, attended in such villages, even if it were established. In the course of time, however, as the villagers come to see the advantages possessed by neighbouring villages on account of the education of their children, they, too, will be anxious for schools.

23. The only practical difficulty which occurs to me in carrying out this scheme is, to determine the proportion of the inhabitants whose application would be sufficient to justify Government in levying the rate. It would, of course, be necessary to insert this in the body of the act. I am not sufficiently acquainted with village economy to enter at all fully into the discussion of this part of the subject; I think, however, that the representative ought rather be of property than of numbers. It might, perhaps, be decided that the applicants should represent two-thirds of the property of the village. I would, however, on this point, speak with much hesitation. If the principle be agreed upon, the details might be left to those more conversant than myself with revenue matters.

24. It might be determined that artizans, bunias, &c., who do not contribute to the land revenue, should pay a fee for the admission of their children into the school: those who are assessed, should not pay fees. Two separate payments, for the attainment of one object, generally create dissatisfaction.

25. But whilst I would mainly trust to local contributions for the support of schools, I can quite understand that there may be cases in which the whole expense of the school should be borne by the State. The Court of Directors, in the Educational Despatch of 1854, seem to have acknowledged the possibility of such exceptional cases. Great judgment would be required in founding such schools, in order to avoid exciting jealousy and discontent in other parts of

the Presidency where the funds for the support of schools are directly contributed by the village communities.*

26. *Town Schools.*—It has hitherto been found more difficult to establish town than village schools, the want of combination amongst the people being such, that popular contributions have not been obtained. This subject was noticed by me in paragraphs 29, 30, 31, 32 of my letter, No. 79 of 1857, dated 31st January 1857, the 33rd of which is as follows:—"The present Municipal Act could not, I apprehend, be applied to the collection of funds for the support of schools; but there does not appear to be any objection to an application being made to the Legislative to extend its provisions, so that the inhabitants of towns to which it has been extended, might be empowered, through the Municipality, to tax themselves for educational purposes." No doubt, by some such means as this, schools might be established in towns; and funds thus raised might, in some case, be supplemented by grants-in-aid.

27. In the larger towns, where there is a great demand for admission into English schools, vernacular schools would be forced into existence by refusing to admit pupils into English schools, who were unable to pass an examination in their vernacular tongue. So also inferior vernacular schools would be called into existence, by requiring a knowledge of reading, writing, and arithmetic, before admission into a superior vernacular school.

28. In thus providing the means for a wide extension of village and town schools, we must be careful not to run ahead of our means of supplying them with competent teachers. It is doubtless true that the scholastic acquirements of a village teacher need not be considerable, but tact, temper, and judgment are essential; and these can only be ensured by a course of training in a normal school. It has, I know, been said that the first thing requisite is to set up a school; the teacher can afterwards be found, and if inefficient, he may be improved. I disagree entirely with this. If it were necessary to adopt either extreme, I would rather first supply a competent teacher, and let him afterwards find a school.

* When the above paragraphs were written I had not seen your "Draft Act." Had I seen it, I should have treated this part of the subject somewhat differently, although my proposal has been in some points anticipated. I have, nevertheless, thought it better to allow it to stand without alteration; and I am the more induced to follow this course, as I gather from a paragraph in your last report that you did not contemplate the extension of this act to villages.

I believe we not unfrequently do injustice to the people in attributing to them apathy and indifference as regards the education of their children, when, in fact, their disinclination to continue their contributions to the support of a school, arises from their shrewdness in detecting the incompetence and inefficiency of the teacher. An illustration of this will be found in the document noted in the margin, and I have this day received a report which bears upon this point. The master of a school in the Poona collectorate reports that the people in the village have discontinued sending their children to the school, and have stated their inability to continue to pay the moiety of the school expenses. Upon inquiry, I find that their objection is to the master, and not to the school; and in testimony of this being so, they have paid up their arrears of subscription, in the prospect of a new master being appointed.

Presidency Education Inspector's letter, No. 77 of 1857.

29. It will, however, be apparent that elementary schools should be connected by regular gradation with schools of a higher character.* Immediately above the village school, there should be a superior vernacular school located at the head quarters of the Mahalkaree, or other suitable village, in which such an amount of instruction shall be imparted as would be required for the village appointments, by shopkeepers, and by the smaller landed proprietors in the transaction of their ordinary business. At each talooka there should be the highest class of vernacular school represented by the best of our present vernacular schools. This should be the model school of the talooka; the greatest care should be taken in making it efficient. English might be taught to the highest class *through the vernacular language;* that is, chiefly by translation from the vernacular into English. The present teaching of English in Anglo-vernacular schools is very faulty; and, in my opinion, on the whole, rather prejudicial than otherwise: a smattering, and a mere smattering, of English is acquired, to the neglect of the vernacular. In every Anglo-vernacular school which I have inspected, where English was taught to the 1st class, the boys in the 2nd class were very superior in the knowledge of their vernacular

* Mr. Erskine fixed one village school for every 2,000 inhabitants; this would provide a school for (say) 50 children. Seeing, however, that no child was to go more than one koss, schools will be required for much smaller communities. Letter, 858 A of 1855, dated 3rd December.

language to the boys of the 1st class, and this the masters at once admitted, alleging that it was due to the boys in the 1st class learning English.

30. I do not underrate the importance of even an elementary knowledge of English; but it should not be acquired at the expense of the vernacular.

31. At each zillah station there would be the zillah English school.

These schools should be affiliated one to the other by exhibitions and scholarships, and boys should only be admitted into the higher school by examinations, carefully fixed with reference to the course of instruction in the school below.

32. I think, also, that in the large towns, State assistance might gradually be withdrawn from many of the schools, both English and vernacular. The money thus becoming available, might be disbursed in assisting the Municipality in establishing primary schools. As regards the English schools at zillah stations, which are entirely supported by the State, I have no doubt whatever that the people could be made to contribute, probably by a threat to close or remove the school to a talooka town; and, indeed, if such threat were inoperative, I would remove the school to any talooka town where the people are willing to defray one-half of its cost. I believe the people at some of these stations refuse to contribute to the support of the school, not because they are indifferent about it, but simply because they think that as Government has all along supported the school, they will continue to do it. I would summarily close or remove all English schools where the people obstinately refuse to pay one-half of the cost. I think the most decided and vigorous efforts should be made to render the schools at the large stations self-supporting. There can be no question that the spectacle of schools wholly supported by the State at the sudder stations, leads to great jealousy and discontent, and will continue so to do wherever small village communities are called upon to raise funds for the support of a school. Mr. Reid has proposed to establish schools in towns by offering a fixed salary to a teacher, provided he succeed in securing the attendance of a certain number of children, each paying a moderate fee; the money that might be available by the withdrawal of Government assistance for those schools, which ought to be, and could be, made self-sup-

General Report on Public Instruction, 1854, page 28.

porting, would, perhaps, be well employed in carrying out some such scheme as this. Whatever assistance may be afforded in the establishment of schools in towns directly from the State, should only be for fixed periods; the ultimate withdrawal and re-appropriation of the contribution being kept in view, and actually adopted, so soon as the school can support itself.

33. Should it be found possible to arrange for the foundation of village schools, a complete system of normal training will be requisite, in order to provide competent teachers. In the first instance, perhaps, it may be sufficient to have training institutions at one or two of the principal towns in each division, where they will be under the immediate supervision of the inspector; but they would doubtless in time require to be extended, so that there might ultimately be at least one in each collectorate. Until a better system of normal instruction is organised than at present exists in my division, I would deprecate any considerable extension of the number of schools.

34. The question of schools for low castes is a difficult one. As a mere matter of abstract reasoning, it may, I dare say, be easily settled. Government being avowedly neutral in regard to caste and religion, will, of course, admit all children into its schools; and, no doubt, if there was an intense demand for education on the part of the people, the State might safely act up to its convictions. But in practice, the question resolves itself very much into this: will Government rather support a school for half-a-dozen low caste children, than one for 100 or 150 children of other castes? For there can, I think, be no question that the admission of low caste children into many schools would, at the present time, be followed by the removal of the children of the higher castes. My idea would be, not to legislate upon this subject, but rather to trust to a gradual change of feeling in caste matters, which will most probably result from the progress of civilisation and enlightenment. For the present it would be sufficient for the Educational Inspectors to watch for every opportunity of introducing low caste children into Government schools, whenever this might be done without outraging the feelings of other castes.

(True extract)

E. I. Howard,
Director of Public Instruction.

EXTRACT (PARAGRAPHS 3 TO 62) OF A REPORT BY CAPTAIN J. F. LESTER, EDUCATIONAL INSPECTOR, SOUTHERN DIVISION, No. 803.

Dated 11th October 1859.

3. Of any plan which may be eventually decided upon, I would advocate the adoption at first on a small scale, and quite as an experiment. The question of the best method of improving and extending popular education is beset with a thousand local difficulties, some of which are at once apparent; whilst others, by combination of local circumstances, are sure to be developed by degrees. But those that are inevitable, are in themselves formidable; the prejudices of natives, the tempers of village communities, the recusancy of school contributors, and the opinions, fancies, and conceptions of local officers charged with the administration of provincial affairs. All these have to be met, discussed, and overcome. This will be a work requiring experience, judgment, tact, and time. Our operations, therefore, at first, must be quite experimental, and on a small scale.

4. I propose briefly to review some of the systems which have already been tried in other parts of India. (1) In the North-West Provinces; (2) in the Lower Provinces of Bengal; (3) in the Madras Presidency.

5. In the North-Western Provinces there are three classes of schools in which the people are educated:—

N. W. Provinces, Report on Indigenous Education, for 1853-54. Page 7, para. 10.

(1.) The Government, or Tehsileeschools.
(2.) The Missionary schools.
(3.) The popular indigenous schools.

6. In 1853-54 these were in proportion of 73, 34, and 3495 respectively, with an attendance in each kind of 5166, 1974, and 33,993 scholars.

Table III., page 72, Appendix.

7. These popular (indigenous) schools were of a very ephemeral character; the attendance at them was very small; the instruction given of the very lowest and poorest kind.

Paragraphs 3 and 5.

8. It was to improve these that a *Hulkahbundee*, or circle system, was devised in 1852-53, which was partially developed in the two or three succeeding years.

Page 35, para. 59.

9. The schools were divided off into circles of two and three, and maintained by a cess, either on the revenue or on the rent-roll. The latter method was considered the more equitable, though the former appears to have been adopted more frequently.

Paragraph 60.

10. This cess varied in different purgunahs. In one it was 17 annas per cent. (Rs. 100); in another, 16 annas; in a third, 11 annas; in a fourth, 17 annas; whilst in a fifth, the cess was levied in kind, at the rate of ten seers of grain per plough (six of rice, and four of wheat).

Paragraph 73.

11. The influence of Tehsilee or Government schools was brought indirectly to bear on these. These schools were chiefly in towns. The instruction given at them was more advanced and better. Arithmetic, geometry, algebra, some history and geography were taught in them, over and above the simple art of reading and writing taught in the indigenous institutions. These schools were "appreciated by the majority of the official employés, who regarded them as finishing schools for their children, though even these very officials, it was thought, were 'interested sometimes in maintaining the present ignorance of the people.'

Paragraph 25. Pages 18 and 19.

Para. 72, page 43.

12. In addition to the indirect influence of the Tehsilee on these Hulkahbundee schools, there were other important materials required to make the "circle system" really efficient: first, the superintendence of the zillah visitors and sub-inspectors; then, the active and never failing interest of Tehsildars; and lastly, the thoughtful supervision of civilians. Without all these, the scheme could not succeed. It failed instantly in some purgunahs when some Tehsildars neglected their duty.

Vide paragraph 67.

13. The pay of a teacher in a Hulkahbundee school is, on an average, from 4 to 6 Rupees.

Paragraph 71.

14. The annual cost of a Hulkahbundee school is from about Rs. 49 to about Rs. 53.

Paragraph 65.

15. The average attendance in a Hulkahbundee school is about 18 or 19 boys.

Paragraph 65.

16. Indigenous schools in the Lower Provinces of Bengal are brought into contact with those of Government, under a system very similar to that prevailing in the North-West Provinces.

Lower Provinces of Bengal.

These schools are described to be "below the level of schools." The teachers (*Gooroomahashoys*) appear to be very much on a par with the Akhoonds of Sind. "Reading, or what is properly called reading, is very seldom taught" in these indigenous schools. In the General Report on Public Instruction in the Lower Provinces of Bengal for the year 1855-56 (Appendix A, page 32), will be found an exact account of what these indigenous schools and teachers are like.

17. The plan proposed and attempted for their improvement was this:—"In large villages, and the more densely populated parts of each zillah, where the Patshalas are not far distant from each other, the Gooroomahashoys" were "*asked to admit* a Government teacher into their schools"; and to induce them to do so, an allowance of so much a head was to be given to them for boys of a certain standing and of certain attainments. The scale of remuneration was not to exceed Rs. 1-8-0 a month on the average. I need not enlarge here on the details of this scheme of remuneration; it will be found clearly stated at page 35 of the report before quoted.

Page 33.

Page 34.

18. An equal sum (Rs. 1-8-0) was also recommended to be distributed among deserving boys, and as an inducement to them to stay at the school.

19. The schools were divided into circles varying from 3 to 6 schools in each circle. A qualified teacher, on a salary of Rs. 15 a month, was appointed to the charge of a circle.

20. In the Twenty-four Purgunahs and Baraset there were, in 1855-56, thirty-seven circles, containing 109 schools, and numbering 4,683 children.

Page 77.

21. The population of the Twenty-four Purgunahs and Baraset is nearly a million, and the area 3,000 square miles.

Page 65.

22. A sum of Rs. 2,400 per annum was sanctioned by Government for the improvement of indigenous education. Improvement was effected by periodical examination, by money rewards to masters and pupils, and by the loan of books.

Page 11.

23. But it was intended to increase this expenditure. It was proposed that in the four districts marginnally noted, there should be sixty circles, at a total cost of Rs. 1,500 a month (or

Page 12.

24 Purgunahs.
Baraset.

Jessore. Dacca. Page 11. Rs. 18,000 a year). At the time of the report, however, only Rs. 3,600 per annum for these districts had been sanctioned.

Pages 12 and 77. 24. Nevertheless, thirty-seven circles had been successfully organised.

25. The Educational Report for the Lower Provinces ending October 1857, gives a brief account of the state and progress of indigenous education under this system.

Report for 1857.

26. Since 1855-56 there had been an increase of thirty-two schools and 817 scholars in the Twenty-four Purgunahs and Baraset. There were 141 schools under improvement, and 5,500 boys and 71 girls attending them.

Page 55.

"The mass of the pupils in Gooroomahashoy schools had not been much improved, because the pundit wants time, and the gooroo wants the ability to teach them."

Page 55.

27. The sub-division of the Rajahmundry district was selected for experiments, having in view the improvement of indigenous education. A scheme proposed by Captain Macdonald appears to have met with approval.

Indigenous education in the Madras Presidency.

28. He proposed to encourage indigenous masters by establishing a system of promotion, eventually into teacherships of Government schools. To accomplish this, he suggested that all village schoolmasters who could pass an examination according to a prescribed standard, should receive a fourth class certificate, and one copy of each of the books used in the four junior classes of talooka schools, a map of India, and a map of the world (valued in the aggregate at Rs. 2). Also, he should receive a manual of directions for his guidance, and forms of certain returns required of him. That after a year their schools should be examined; and in the event of the examination proving successful, the master should receive a grant of books, the value of which was estimated at Rs. 30 per annum, or Rs. 2-8-0 per mensem.

Report on Public Instruction, Madras, 1856-57, page 50, Note, para. 21.

29. To induce these masters to improve themselves, it was suggested by Captain Macdonald "that each master who could pass a further examination, corresponding with a course of study for the

third class of a talooka school, should receive a third class certificate, and a present of the books requisite to enable him to obtain a second class certificate." These additional certificates to be considered passports to promotion into Government schools.

30. The establishment of a normal class, in connection with every provincial, zillah, and talooka school, in which a certain number of village schoolmasters should be trained, receiving for six months a subsistence allowance of Rupees 3 per mensem, was recommended.

31. Under this plan, 2,000 village schools were to be brought into operation at a cost of Rs. 40,000 ;* and their further maintenance was estimated at a cost of Rs. 60,000, under the grant of Rs. 30 worth of books to each teacher. This plan would provide an elementary education for 60,000 children, at a cost of Rs. 60,000 to the State.

32. The Director of Public Instruction at Madras approves of this scheme generally. He doubts the possibility of establishing normal classes in all the provincial, zillah, and talooka schools for reasons given, but thinks they may be at first established "in the provincial and zillah schools, and, perhaps, in a few of the talooka schools, where the attempt may be made with some prospect of success."

Page 53. Note, para. 28.

33. To carry out this scheme, the means were in part available from a "scholarship fund," and from "funds available for the employment of sub-deputy inspectors," of which a comparatively small portion was then expended.

34. But the Director of Public Instruction observed that, for the object to be carried out thoroughly, the only way was "by the imposition of an educational rate, whereby the large expenditure necessary may be provided for, and each village schoolmaster permanently guaranteed the means of obtaining a respectable livelihood by the practice of his profession."

35. Such is a brief review of the principal systems which have been proposed and attempted in other parts of India. It is now to be seen whether any of these, or any combination of these, can be attempted in this Presidency.

* Subsistence money of 2,000 teachers for 6 months, at Rs. 3 per mensem to each ..... Rs. 36,000
Supplies of books for the above, at Rs. 2 each ..... ,, 4,000
Total.... Rupees 40,000

36. The indigenous schools of Bengal and Madras are very similar in their character to ours. The people are content so long as they feel their children are being schooled. They are satisfied if it embrace a little simple reading, writing, and the ability to vociferate, at the top of their lungs, long multiplication tables. The puntojees nominally receive from two to four annas from each boy; but boys, to evade payment, run from one school to another when pay-day comes, and the masters in reality get but what barely suffices to keep them alive. Such is the low condition of the great mass of indigenous schoolmasters, that I believe they are quite ready and would gladly embrace any system which may be proposed by Government tending to improve them. My reception at indigenous schools has always been cordial; crowds of evidently pleased and interested spectators have gathered about me when visiting an indigenous school, far more so than when inspecting a Government one.

37. It would be a great thing for the people if we could bring the Government schools into contact with theirs.

38. The Belgaum zillah, forming a part of my division, is about 5,259 square miles in extent, but nearly one-half of this is alienated or Jageer land. The Government territory within this zillah is about 2,652 square miles. The net revenue in 1857-58 was Rs. 15,51,659-13-7. The population is rather more than a million. There were at the close of 1857-58 thirty-one vernacular schools, which cost Rs. 6,661-3-6, of which Rs. 3,772-13-9 were paid by Government, and the rest by the people. These thirty-one schools had an average attendance of 1893 boys. The total cost of educating each boy was about Rs. 3-8-0 per mensem, and the cost to Government for each boy Rs. 1-15-10.

39. In addition to the Government schools, there are about 227 indigenous schools, having an attendance of about 4,470. This account is obtained from a return received about three years ago. It may be accepted as sufficiently accurate for our purpose.

40. So that, in a tract of country having a population of about one million, there are—

31	Government schools and	1,893 boys.
227	Indigenous do.. and	4,470 „
258.	.....	6,363

Giving an average of school attendance of 1 in 157 of the population.

41. The conditions of the Belgaum Collectorate (*i. e.* of the Government lands) are very similar to those of the districts comprised in the 24 Purgunahs and Baraset.

42. The following table will illustrate this:—

	Population.	Extent.	Indigenous Schools.	Scholars.	Circles.	Remarks.
24 Purgunahs and Baraset	1,000,000	3,000	141*	5,571	47	* Under improvement.
Belgaum Collectorate..	1,000,000	2,652	237†	4,470	..	† Not under improvement.

43. From the above statistics, it would appear that the average size of a circle in the Bengal Lower Provinces is three schools. The cost of a circle is estimated at Rs. 24 monthly.

Report for 1855-56, Appendix A, page 36.

Salary of the teacher for the circle.....					15	0 0
Allowance to each gooroo-mohashoy	1	8	0			
Ditto to each set of boys..	1	8	0			
	3	0	0	for three schools	9	0 0
Instruction and reward to 3 schools monthly					24	0 0
Ditto ditto annually					288	0 0

The cost of each school, therefore, is Rs. 8 a month, or Rs. 96 a year.

44. This is rather an expensive system, and the cost seems to fall on Government. In a *financial point* of view it is objectionable.

The Hulkahbundee system is a much cheaper one, and the cost appears to be entirely borne by the people. The average cost of a Hulkahbundee school is Rs. 52 a year,—a little more than a half of the cost of a precisely similar kind of school in the Lower Provinces.

46. The advantage of the system in the Lower Provinces is the provision of an efficient and *paid* superintending power; the employment of trained men untrammelled with other duties.

Its disadvantage is, that the whole cost of this efficient superintendence and the providing of reward is borne by the State.

47. The advantage of the Hulkahbundee system is, that it is little or no cost to Government. The schools are maintained by funds raised from a cess on the revenue.

Its great disadvantage is, that those funds do not supply an independent and efficient supervising staff. "*Its fate rests in the hands of the revenue officers in charge of districts.*" A very sandy foundation indeed. A crotchety collector or a careless mamlutdar would knock the whole fabric down in a moment, and great and irretrievable would be the fall of it. The popular confidence once shaken is not so easily regained.

Page 43, para. 74, of N. W. Province Report on Indigenous Education for 1853-54.

48. A system formed by the combination of the two above-named might advantageously be introduced here. The circle system of the Lower Provinces, with its paid superintending agency and rewards to village schoolmasters and pupils, might be introduced and maintained by a local cess on the revenue of 1 per cent, after the manner of the Hulkahbundee system in the North-West Provinces.

49. But there are points in the system provided for the Rajahmundry districts, in the Madras Presidency, which deserve attention. I like the idea of a graduated scale of certificates to indigenous schoolmasters, their instruction in normal classes for a few months, and the opening given them of rising into the Government service as masters of Government schools, with the prospect of pension and reward. This system is being carried out in the Rajahmundry districts on a large scale, and apparently at the cost of Government.

50. A combination of this with the system adopted in the Bengal Lower Provinces, might be happily effected; and the cost met by a local cess on the revenue after the fashion obtaining in the North-West Provinces.

51. From inquiries which I have lately made, there would appear to be at present no local funds *(Gaom Khurah)* available for educational purposes. A fund must, therefore, be raised; and if the people would consent to a local cess of 1 per cent. on the revenue, we should have an ample fund to commence with.

52. Assuming that we had a fund of Rs. 15,516 (which 1 per cent. on the revenue of this Collectorate would give), I would propose for consideration the following scheme.

53. Indigenous schoolmasters should be invited to subject themselves to an examination, according to a standard hereafter to

be laid down. Those who succeed should be granted a certificate, and a present of school books not exceeding Rs. 2 in value. At the expiration of a year, on the school examination being satisfactory, each master should receive (as in the Rajahmundry districts), two annas per mensem for each pupil who is able to read and write tolerably well, to work sums in the first four rules of arithmetic, and who evinces some knowledge of grammar and geography; and at the rate of 1 anna per mensem for the more backward boys: this grant to be made, not in money, but in books. The annual cost of this is estimated at Rs. 30 per school; and as the average attendance and other conditions of indigenous schools appear to be pretty much the same in all parts of India, we may accept that computation as applicable to ourselves.

54. Now in the districts of the 24 Purgunahs and Baraset, which, as before shown, are in extent and population about equal to the Belgaum Collectorate, there were about 2 years ago (October 1857) forty-seven circles, including 141 schools. In 1853-54 only thirty-seven circles had been organised in these districts. The work of organisation was evidently a slow one, seeing that only 10 circles had been added in three years and a half. But this is quite intelligible to those who have had any educational dealings with natives.

55. I find from some statistical tables in my office, compiled about three years ago, that the total number of towns and villages in this collectorate is 1,703. The distribution of population among these is marginally shown. Your predecessor considered that a school should be provided for every town having a population of 2,000 inhabitants. Allowing a school in every village having 1,000 inhabitants and upwards, we should have about 242 villages and towns to provide for. This, considered together with the number of indigenous schools existing, is a pretty good index of the proportions on which any scheme should be undertaken in this collectorate; and our computations

Population.	
Between 500 and 1,000 ..	318
Ditto 1,000 do. 1,500 ..	113
Ditto 1,500 do. 2,000 ..	46
Ditto 2,000 do. 2,500 ..	28
Ditto 2,500 do. 3,000 ..	13
Ditto 3,000 do. 4,000 ..	22
Ditto 4,000 do. 5,000 ..	4
Ditto 5,000 do. 6,000 ..	5
Ditto 6,000 do. 7,000 ..	5
Ditto 7,000 do. 8,000 ..	2
Ditto 8,000 do. 9,000 ..	..
Ditto 9,000 do. 10,000 ..	1
Ditto 10,000 do. 11,000 ..	..
Ditto 11,000 do. 12,000 ..	1
Ditto 12,000 do. 13,000 ..	1
Ditto 13,000 do. 14,000 ..	..
Ditto 14,000 and upwards.	1

may further be adjusted by a comparison of the conditions of this collectorate with those of the Twenty-four Purgunahs and Baraset.

56. I would assume 200 indigenous schools as existing and capable of improvement, and base my calculations on this assumption.

57. For any scheme to work hopefully or satisfactorily, an independent supervising establishment is absolutely necessary. Its fate must not be left to rest in the hands of district revenue officers.

58. The collectorate is divided into two distinct portions, the eastern and the western, between which is a broad belt of country, running through the whole collectorate from north-west to south-east, which is jageer or alienated. I would have two districts, called the eastern and the western circuits. Each circuit should be under a "sub-inspector of indigenous education." The sub-inspectors should be immediately under the deputy educational inspector of the sub-division, to whom he should make all reports and returns. The salary of a sub-inspector may be fixed at Rs. 50 a month.

59. One training class should be established in every talooka, and a special master appointed to each class, on a salary of Rs. 15 monthly: there would be eleven such classes. Indigenous masters should qualify themselves in these normal classes, receiving during their course of instruction a monthly gratuity of Rs. 3 each. The course of study should never be less than 6 months, and not more than nine at a time. A master may have permission to return to it after a period of two years' practice at his profession, to qualify for a higher grade of certificate, but his course of study should not extend beyond six months on a second or any subsequent term of study. These masters should be eligible for admission into the ranks of Government schoolmasters, and promotion in the department, with the prospects of pension after a certain term of service. Some such plan as this is likely to give hope and encouragement to a great number of people whose position and prospects are otherwise most degraded and hopeless, besides being efficacious in opening a wider door for the admission of candidates into the educational ranks of Government. A spirit of emulation and competition will be raised among the people which must result in good.

60. I would recommend the grant of books and rewards in the manner adopted in the Rajahmundry districts.

61. The following sketch will show the cost of the working of the system now suggested.

Experiment at first limited to the improvement of 200 indigenous schools.

Divided into circles of an average of 4 schools in each circle. Total number of circles, 50.

The Belgaum Collectorate divided into two districts, to be called the eastern and western circuits, each under a sub-inspector of indigenous education.

CURRENT COST (fixed).

	Monthly.			Annually.		
I.—*Supervision.*						
2 Sub-inspectors, Rs. 50 each.....	100	0	0	1,200	0	0
1 Carkoon attached to the deputy educational inspector's office for correspondence specially connected with indigenous education	20	0	0	240	0	0
Allowance to deputy educational inspector for general supervision	30	0	0	360	0	0
II.—*General Charges.*						
Pay of 11 training masters, at Rs 15 each per mensem	165	0	0	1,980	0	0
Office allowance for stationery and contingencies, each Rs. 3 monthly	33	0	0	396	0	0
Average 100 masters under training yearly, at Rs. 3 each, for six months ..	300	0	0	1,800	0	0
Rewards of books annually to 200 improving schools, at a cost of about Rs. 30 to each school	....			6,000	0	0
Annual cost.... Rs.				11,976	0	0
Add 5 per cent. on the annual cost for contingencies on Rs. 12,000				600	0	0
Total estimated annual cost.... Rs.				12,576	0	0

Assuming Rs. 15,516 as the available fund, we should have an annual surplus of nearly Rs. 3,000, which might be devoted to the

erection of new school-buildings, or the improvement of existing ones.

62. To bring the scheme into operation, however, the first year's expense will be rather more. I estimate the expense of setting the machinery in motion at about Rs. 4,000.

1.	Books as presents to 200 masters, at Rs. 2 each..... Rs.	400	0	0
2.	Training of 200 masters, at Rs. 3 each for 6 months	3,600	0	0
	Total.... Rupees	4,000	0	0

But then the fixed annual charges will not in the first year be so great, so that there would be an ample margin still left to meet the cost of organising the system.

(True extract)

E. I. Howard,
Director of Public Instruction.

Extract (paragraphs 62 to 95) of a Report from T. C. Hope, Esq., Educational Inspector, Northern Division, No. 1395.

Dated 5th October 1859.

62. *Vernacular boys' schools in British territory.*—On the organisation of the Department in 1855, three modes of extending vernacular education in the Regulation districts were decided on:—the grant-in-aid system, the improvement of the indigenous schools (if possible), and the establishment of new schools on the "partially self-supporting" system, which had been inaugurated by the late Board of Education in 1854, and was thought deserving of a fair trial before having recourse to new measures.

63. *Grants-in-aid and indigenous schools.*—The provisional rules for grants-in-aid, promulgated in January 1856, led to no satisfactory result, as has already been shown in paragraph 57. In order to ascertain the capacities of the indigenous schools for improvement, an inquiry into their number and state took place, the

result of which, for the whole Presidency, appeared in paragraphs 118 to 145 of your Report for 1855-56; and for Gujerat in particular, in paragraphs 90 to 115 of my Report for the same year, printed among the appendices to your own. It was found that they existed in *only about* 10 *per cent.* of the villages; that the instruction imparted was, in a large majority of cases, almost worthless, and the moral training absolutely vicious; and that the teachers were too often distinguished for besotted ignorance, aversion to improvement, and tyrannical and immoral habits; and were without, in general, any great hold on the affections of the people, who rather leant on them from habit and necessity, than clung to them with any positive partiality. This state of things the Department endeavoured to improve as far as lay in its power. Many of the schools were inspected, and the practice is, to a certain extent, still continued, but without producing favourable results; the standard of admission to Government normal classes was lowered in favour of indigenous masters, and yet those who presented themselves for examination failed to pass; and finally, a number of indigenous masters were made assistant masters in Government schools, but did not realise the hope of their improving themselves which had been entertained. These facts justify the conclusion which has, I believe, been arrived at by almost every executive officer in the Department—that of the indigenous schools, as a class, nothing could be made which would repay the time and trouble which must be expended on them, if their improvement were systematically attempted;—a conclusion borne out by the actual results of Mr. Reid's attempts to improve similar schools in the North-West Provinces, as related in his published reports. The grant of a few books to such indigenous masters as will agree to use them has lately been sanctioned, and no further step than this appears at all necessary.

64. *The partially self-supporting System.*—The partially self-supporting system, under which the people voluntarily contribute, including a house, about two-thirds of the school expenses, and Government the remainder, was promulgated by the Board of Education in May 1854; but no schools had been opened under it in Gujerat, and only four in the remaining districts of this division up to the organisation of the new Department. Their establishment engrossed attention from that time till January 1857, when further expansion was put a stop to by Government, a circumstance which

must now be considered fortunate, as enough had been done to give the system the fair trial desired for it, and develop the elements of self-destruction which it contained. The officers of the Department have since found abundant occupation in endeavours to prolong the existence of the schools opened under it. That they have but too often been unsuccessful, the following table will show, and the continuance of the schools still remaining is precarious in the extreme :—

Total schools opened.	Since closed.	Balance now remaining.
110	16	94

65. *The system alone to blame.*—For this unsatisfactory result the system is alone to blame, for there can be no doubt that the necessity for education is recognised to a considerable and daily increasing extent, proved as it is by the steady increase in the number of pupils in Government schools from 1826 up to the present time, by the number of communities which applied for schools in 1855 and 1856,* by the large sums which have been actually raised in various parts for school-buildings and other educational purposes, by the invariable success of a Government school under a good master, and, finally, by the vast increase in the issue of vernacular books, which, in Gujerat alone, has risen from 1,568 copies in 1851-52 to 19,580 in the current year; that is, 1,249 per cent. A sound and useful education is popular enough, but the present way of constraining the people to provide for it "voluntarily" is quite the reverse, being opposed to their habits and character, and productive of the greatest inconvenience and abuses. The importance of the nature of the latter being fully comprehended will, I hope, be held a sufficient excuse for my explaining them at some length.

* The number of communities which applied for schools, professing themselves ready to pay, far exceeded that of those in which they were actually established; difficulties in arranging for payment under the voluntary system preventing most of the remainder from obtaining them. It has been said that a native petition for a school is perfectly worthless in itself as evidence of the people's wishes, and that one could be procured by pressing a mamlutdar or inspector from any village in the Presidency. But in Gujerat at least, the inspector, deputies, and mamlutdars failed in getting petitions in more places than they succeeded, as the employment returns and records will clearly show.

66. *Evils arising from mode of introduction.*—On the slowness of the process of getting up schools with the consent of the people, which is such as to preclude all hope of the spread of schools on "a really national scale" within a reasonable time, and on the trouble and loss of time, to all the officers concerned, which it involves, it is unnecessary to dwell, as they are admitted in the Secretary of State's Despatch, and pages 56C, 56E, and 56G, of your Report for 1857-58. The very fact of consent being demanded raises, in the minds of a people unaccustomed to be consulted by their rulers, suspicion of sinister, ulterior motives,—gives them an idea of weakness, and incites them to opposition. If this be got over in a given locality, the next step is to get the more intelligent persons usually to be found in the community to persuade their duller brethren that a Government school is worth having and paying for; and this done, there remains the great difficulty of how the money is to be raised. Who shall pay, to whom, in what form, when, and at what rate? are questions to be discussed in turn. The obstacles are almost endless; and it is impossible to calculate which of them may suffice to prevent a settlement being effected. In one place, the head men, or money-lenders, are interested in maintaining popular ignorance; in another, there are two or more rival parties, with whom it is a point of honor to oppose each other in everything; in a third, all are willing to pay, but none will take the responsibility of becoming sureties and sign the agreement, which it is ordered should be taken in all cases before opening a school. The result too often is, that the settlement agreed on by all is not that best suited to the circumstances of the locality, unequal, harassing, or favourable to oppression or fraud, and thus carries with it from its birth the germs of annoyance and ultimate dissolution.

67. The evils of the mode of introduction have been felt equally in all parts of the Presidency, but the nature of settlements effected, and the mode of working them subsequently, differ very materially in Gujerat and the Deccan and Concan.*

68. *Settlement and working of the partially self-supporting system in Gujerat.*—In Gujerat two agreements were required before

* Khandeish and Tanna are the only parts of the Deccan and Concan of which I can speak from personal experience, but they were till lately parts of the Deccan and Presidency Divisions respectively; and, I believe, the system found in them is, on the whole, the same as that followed in the remainder of those Divisions.

opening a school,—one signed by a numerical or virtual majority of the villagers, and in which they bound themselves collectively, in the name of the village, to observe certain conditions, and pay a certain sum annually, for a certain number of years, to certain persons named in the document, who were to be sureties to Government for the amount; and the other, signed by these sureties only, engaging that the money should be paid, and the conditions duly fulfilled. In these agreements the mode of levying the money was not specified (except in a few special cases), as that was held to be the affair of the villagers themselves, and irrespective of their contract to Government, but care was taken to see that some method was determined on. The one usually preferred by the people was a house, or rather hearth tax, but various others were resorted to in particular localities. In some instances, an arrangement for from one to three years' payment in advance was effected. The collection of the amount was, at the request of the people themselves, almost invariably entrusted to the Revenue authorities, who were first called on to undertake it under the Government Circular, General Department, No. 1732, of May 17th 1855, and afterwards specially directed to do so by Government, on the introduction of the "Gujerat system" (as it was termed) of educational accounts, which placed all account matters under the management of the inspector. The collections being thus ensured, the masters were paid their whole salaries, including the people's share, from the treasury every month.

69. The advantages of this mode of working the partially self-supporting system are, that the permanence of a school is, ostensibly at least, guaranteed for a fixed period; that, as the amount to be paid is distributed over the whole population, the share of each person is extremely small, sometimes only four annas a year, and payment is less likely to be refused; that its recovery is definitely entrusted to the Revenue officers, and watched over monthly by the educational inspector; and that the masters, being punctually paid, have no ground for discontent or neglect of their duties.

70. The result is that, up to the present time, no schools have been closed in Gujerat, and the balances outstanding are not large, and likely to be recovered in almost all cases. This may appear satisfactory, but is not really so, as it has been obtained by an amount of labour scarcely less than that by which each school was first established, and too often at the expense of the popularity of

the school, and the cause of education in general. In some cases the people, from the continued operation of some of the causes enumerated in paragraph 66, or merely from a dishonest desire to have the advantage of the school without the burden, objected to pay what was due; in others, mamlutdars and other officers, through either indolence, fear of failure, or aversion to education, neglected to collect it. Almost every school soon became a source of anxiety to the inspector. If the difficulty arose with the Government officers, its removal was comparatively easy; but not so if with the people. In that case, the inspector had to maintain the legal right obtained by the agreement, without availing himself of the legal remedy, a civil suit, which could not be resorted to, both because a voluntary system could not be consistently carried on by such means, and because the sureties, whom it would have been necessary to sue, were usually not to blame, but the best disposed persons in the village. Foreseeing that, if the original voluntarily given agreement were once departed from in any case, a dangerous precedent would be established, and a premium offered to opposition, the mode of dealing with such cases, adopted by the inspector, is invariably to affirm the immutability of that document, and his own determination to maintain it. Any causes for discontent, which may possibly have arisen in the school itself, are carefully removed, and every possible effort to win the people over to reason is made; first, through the Revenue officers, then through the deputy inspector, and finally, by the inspector in person, if necessary. The Ootursunda case, related in my letter quoted at page 56 E of your Annual Report for 1857-58, is an instance of the detail and result of such efforts.

71. Vexatious to all Government officers as the system is, it is equally so to the people. In many cases the mode of assessment they fix on among themselves is bad:—the share of an individual is either uncertain or disproportionate to his means; or powerful castes assess themselves at the expense of the weak; or the sureties embezzle some of the funds; or the mode of collection causes a great deal of annoyance.* Also, when difficulties arise, it is necessary to

* It has been argued that it cannot be said of such irregularities that they are a "violation of most of the leading principles of taxation," because irregularity of contribution is the essence of every purely voluntary system, to which the "principles of taxation" are quite inapplicable. The objection may be valid where individuals contribute independently of each other, but is not so

assemble the people, thereby wasting their time. The unpopularity of all this attaches itself to the schools, and from this and other causes, especially the anna fee, which the people object to pay in addition to their annual contribution, it will in many places be very difficult to obtain a renewal of the agreements, the periods of which are beginning to expire rapidly.

72. *Settlement and working of the partially self-supporting system in Murathee districts.*—From Gujerat I now pass on to the very different mode of settlement and working adopted in the Deccan and Concan. Agreements were generally, though not in all cases, taken from the people there as in Gujerat; but they do not seem to have been on any fixed form or principle, they rarely were for a specific period; and they, in no instance that I know of, were entered into by, or professed to bind, the village collectively. In most of them a few individuals, sometimes half a dozen or even only two, promise to pay *monthly* their share of the expenses of a school. These expenses the signers of the agreement usually divided among themselves, in proportions specified in either it or a separate memorandum. In some special cases different arrangements were made. On the faith of these agreements, schools were rapidly opened, but no steps were taken to provide for the enforcement of the former by the educational or Revenue officers, the collection of the funds and their payment direct to the masters being left entirely in the hands of the local school committees,—bodies always apathetic, sometimes hostile, and usually consisting of the chief men among the signers themselves.

73. The evils of this mode were that the agreements, not being for a fixed period, might be terminated at any moment, at the caprice of the people; that the persons signing them, being so few, were usually each saddled with a much larger sum (as great as Rs. 4 a month in some cases) than it was at all likely they would pay for long; that where the contribution of each was fixed there was no provision for loss by deaths; that the carrying out of the agreements

where a community, collectively, agrees to make a certain voluntary contribution. In the latter case, it is as necessary that those appointed by the community to assess and collect the amount should do so fairly, without causing needless annoyance, &c. (*i. e.* according to the "principles of taxation"), as it is for a vestry in England so to act in distributing a "voluntary rate," or even for Parliament in imposing taxes. To say that a voluntary assessment of such a nature *was a tax*, was, of course, never intended.

was entrusted to the very parties most interested in evading them; that the collection of the subscriptions being monthly, instead of annual, caused perpetual trouble and irritation; and that the schoolmasters, who, according to principles universally acknowledged in Europe, should have been free from pecuniary embarrassment, were placed at the mercy of the people with regard to half their income.

74. The results were not long in showing themselves. The subscriptions began very generally to fall into arrears. In some places the subscribers, after having made use of the schools for a length of time, coolly refused to pay anything whatever; in others, when pressed, they paid up to date, but declined contributing any longer. In both these cases the schools were closed, either at once or after some delay; the unfortunate masters being left to recover their dues from the people as best they could, which was generally tantamount to losing them altogether. Again, in some cases, the original subscribers withdrew, and others were obtained instead; but no new agreement being taken, no one could be held responsible; in others, the expense was divided from month to month among the parents of the children who happened to be in attendance—a pernicious expedient, which constantly kept the numbers at a low ebb; and in others again, the subscribers admitted into the schools no children except their own and such others as would pay what they chose to demand, and created endless village feuds by expelling defaulters or such as became personally obnoxious to them. Owing to these irregularities, the masters only received the people's share of their pay at intervals, and sometimes lost portions of it altogether. Consequently some neglected their duties, which again was made by the people a pretext for further non-payment; others reported the circumstances, which resulted in the closing of their schools; others again, fearing to be thus deprived of their appointments, concealed the fact of the subscriptions being in arrears, carried favour with the people by teaching as they liked, working for the great men at their houses, &c., privately agreed to accept less than the sum fixed by Government, and often indemnified themselves for their losses by embezzling the school fees.* The general result is, that a large number of schools have been already closed, and more will have to

* The "Gujerat system" of account, described in paragraph 68, has recently been introduced into Tanna and Khandeish, and will remedy some of these evils generally, but will probably lead to closing the schools in which they are most prevalent, and at most will only bring matters to the same state as in Gujerat.

be so hereafter; that those existing, conducted by irregularly paid and discontented men, are mostly inefficient and complained of by the people; and that the educational department has become an even more unpopular one to enter than its low pay and slow promotion had always made it, and the partially self-supporting schools in particular are so disliked, that masters will readily leave Rs. 15 per mensem in them for Rs. 10 or Rs. 12 per month in such as are wholly supported by Government.

75. *The system should be abandoned.*—The two different modes adopted in Gujerat and the Deccan and Concan respectively have now been described. Of the two, the former is the preferable one, since by it the schools have as yet been maintained in existence, and the department has escaped much of the unpopularity and irregular practices which the non-payment of the masters, &c. has produced elsewhere. At best, however, it is but the lesser of two evils. The waste of time and labour in establishing even a few schools and keeping them going afterwards; the position derogatory of the dignity of Government, and personally most humiliating and mortifying, in which its officers are constantly placed, by having to solicit contributions, and that often unsuccessfully; and the irritation and dislike of education itself which the mode of affording it engenders in the people; all these are characteristics of the partially self-supporting system wherever it has been tried, which are inherent in it, and which render its abolition desirable. For this it may be inferred that formal sanction and the adoption of a substitute are alone wanting, as the evils it produces appear fully appreciated in the Despatch of the Secretary of State for India.

76. *General statistics.*—In conclusion of this head of report, I append two statistical Tables, which will, I hope, be found to contain all the information called for in paragraph 11 of the Extract from the Proceedings, &c., No. 1375, of June 11th, except as to indigenous schools, for which the figures given in paragraph 9 of this report may be taken as correct.

GRADE OF SCHOOLS.	Number of Schools.							How maintained.				Cost per head.				Percentage at School.	
	On April 30th, 1855.		On April 30th, 1859.		Increase.		Average daily attendance.	Wholly by British Government.	Partly ditto.	Not supported by British Government at all.	From Kattiawar Fund.	Total.			To British Government.			To total population of Division.	To population of towns wherein the schools are.
	Schools.	Scholars on books.	Schools.	Scholars on books.	Schools.	Scholars on books.													
												Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*		
Government, English	7	870	11	1,068	4	198	72·5	3	5	2	1	28	9	1	20	4	4	·02	·3
Government, Vernacular, Boys'.	75	6582	196	11,629	121	5,047	72·9	53	89	28	26	6	0	5	2	9	8	·2	1·0
Government, Vernacular, Girls'.	..	..	11	190	11	190	45·9	6	5	..	..							·003	·1
Dittó Special	1	13	5	42	4	29	98·8	4	..	..	1	95	10	5	82	14	4	·0007	·02
Aided, English.....	..	..	2	419	2	419	81·9*	..	1	1	..	7	1	6	1	0	4	·007	·4
Do. Boys'	..	..	13	802	13	802	76·6*	..	11	2	..							·01	·3
Do. Girls'	2	190	5	413	3	223	45·4	..	..	5	..	6	2	9	....			·007	·2
Total....	85	7,655	243	14,563	158	6,908	72·3	66	111	38	28	8	2	0	4	0	7	·2	1·3

* These averages are evidently too high, owing probably to some difference in the mode of registration.

Heads of Charge.	By British Government direct.		From the Kattiawar and other local Funds in Political Agencies.		Total charges of Division.§	
	Current.*	Extraordinary.†	Current*	Extraordinary.†	Current*	Extraordinary.†
	Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.	Rs.	Rs. a. p.
Superintendence	23,184 0 0	7,089 13 3	3,420	252 2 4	26,904	7,341 15 7
Normal Training	5,280 0 0	132 13 0	600	....	5,880	227 8 4
English Education ..	13,356 0 0	1,064 6 0	540	66 1 4	18,426	3,200 1 3
Vernacular do.	22,876 8 0	985 5 2	7,440	692 15 5	46,093	11,739 11 7
Grants-in-Aid	1,170 0 0	....	....	....	1,170‡	....
Translator	1,200 0 0	12 0 0	....	....	1,200	12 0 0
Total....	67,066 8 0	9,284 5 5	12,000	1,011 3 1	99,673	22,521 4 9

* These columns contain the sanctioned current annual charges of all kinds.

† These columns contain the disbursements of last year on account of batta, petty supply to offices, library books, prizes, school buildings, and similar extraordinary items.

‡ This is for two special grants not under the Rules, and one of them of old standing.

§ In this are included all schools termed Government schools, even if not causing it any expense, but not either private schools or the people's share of "aided" schools.

VI.—*General Plan of Elementary Education.*

77. *What is popular education?*—Some years ago, the people of England were aroused from centuries of inaction by the startling discovery that, while one in five or one in six of the population of other countries was under instruction, only one in fourteen of themselves was so; and unceasing efforts to restore the balance have been in progress ever since. But in the Government territory of this Presidency (and much the same must be true of the rest of India), if we take into calculation vernacular schools *of all grades*, indigenous as well as Government, the proportion is only one in 117, and if we count Government schools alone, one in 366. To express the same in another form, only ·86 per cent. of the population are in schools of any kind, and only ·27 in Government schools; that is, receiving anything like an education worthy of the name. Again, the proportion of schools to population on the Continent of Europe is one to from 446 to 900 inhabitants; but here there is but one of

any kind to every 3,739 souls, and a Government one to every 20,778. If this Presidency were provided with Government schools at the rate of the most backward European nation, 10,828 would be required: we have got 469! The truth of these statistics, were it possible to doubt it, would be proved by the appalling ignorance in which the mass of the people are sunk. Within twenty miles of Bombay, I have myself, when assistant collector, met with hundreds of men who not only did not know what was written in their revenue receipt-books, but could not tell either what was due from them or what they had paid. Many could not even count up to ten. The mental and moral condition of the people in the remoter districts, it is difficult adequately to describe. There can be no doubt that all existing agencies, feeble, imperfect, fragmentary as they are, are utterly disproportionate to the great work to be accomplished, and generally so far beyond the reach of the ignorant masses as hardly even to disturb their lethargy. My object in these remarks is not to cast a slur on past efforts, or those who have directed them; far from it, but to bring forward a great social fact, to affix a definite meaning to the term "popular education" as regards this Presidency, and to suggest the scale of operations by which alone it can be effected.

78. *To be provided by compulsory means.*—As the documents under report appear clearly to indicate that proposals for providing elementary education by the direct instrumentality of Government, without recourse to the voluntary system, and for resorting to a compulsory rate to provide means for this measure, will now receive favourable consideration, it would be superfluous to offer arguments in favour of so wise a decision; and I therefore proceed to consider how best to give effect to it. First, passing in review the various plans which have been proposed.

79. *The North-West Province system.*—The most important of these is that of the North-West Provinces, consisting of Tehsilee and Hulkahbundee schools, supported, the former wholly by Government, and the latter by a percentage on the revenue, which is, in the unsurveyed districts, in part borne voluntarily by the land-owners. The encouragement of indigenous schools on a large scale, which was one of the main features of the system as originally proposed by Mr. Thomason, need not now be considered, as it is admitted not to have produced results adequate to the cost and labour expended, and does not form a part of Mr. Reid's measures for the

additional districts (other than the "eight") placed under his charge in 1856. One of the best features in the North-West Province system is that the schools are all, as here, entirely under the control of the educational department, an arrangement superior to any other for furthering popular instruction and mental development in this country; since not only is the department in the best position for obtaining competent teachers, controlling them, and introducing and enforcing improved methods of teaching, but *cæteris paribus*, it would select the most liberal and progressive candidates, while native communities would generally do the reverse. Direct management appears widely and increasingly preferred among educational officers throughout India, and is indispensable in this Presidency, where the feeling of the people is, as shown in paragraph 58, so generally in favour of it.

80. The system presents many advantages, and has already effected much good in the North-West Provinces; but there are in it several points which are, to say the least, not suitable for adoption in this Presidency. First, it involves the system of popular solicitation, which has so justly been condemned, and which, as there are no great land-owners here, would have to be applied to the ryots, just as under the partially self-supporting system. Second, whole districts are assessed at once, which is more likely to create discontent and opposition, and is inconvenient, as such a large number of really qualified masters cannot be obtained at once. Third, the plan is inapplicable to the towns, for which nothing has as yet been done, though it appears that some arrangement for them, of a different nature, has been in contemplation. Fourth, the plan, though suited to *purely* agricultural communities, is not so to mixed ones, which a large proportion of those here are, as it does not provide for the non-agricultural classes paying their fair share. The only way they are reached is by the fee taken from children belonging to them in the Tehsilee schools; a partial measure at best, and one both opening a door for favouritism and fraud, and likely to keep down the attendance, especially in this Presidency, where it is fully proved by experience that the anna fee has that effect. Fifth, the Tehsilee schools are wholly supported by Government, which appears both unnecessary and likely to create discontent. The schools wholly supported by Government, which have existed in this Presidency for many years, and also those recently opened in Khandeish, are a perpetual source of discontent in the neighbouring

communities, who have to pay for their schools on the partially self-supporting system. Part of the cost of Hulkahbundee schools is also borne by Government. The expense of both these classes of schools would be better thrown on the people. Sixth, the rate of salaries—about Rs. 5 per mensem in Hulkahbundee schools—is far too low for this Presidency, where it is well known that all prices and wages are high, and where the average rate of pay of indigenous masters is Rs. 7 per mensem (*see* printed Report for 1855-56, page 120), and men tolerably competent to conduct a Government school can rarely be obtained for less than Rs. 8 or Rs. 9,* which should be the *minima*. If the non-agricultural classes be made to pay their share, there will be no difficulty in the communities bearing this.

81. *Mr. Woodrow's system.*—Setting aside the Rajahmundry schools, as being on much the same plan as those in the North-West Provinces, already commented on, the only other distinct system in the other Presidencies is that of Mr. Woodrow, adopted in parts of Bengal and Madras. It may be considered a phase of the indigenous school-encouragement system, which originated with Mr. Thomason, and, on trial in the North-West Provinces, has not come up to the expectations formed of it. Mr. Woodrow himself, in the last Bengal Report procurable (for the half-year ending October 1857), says, "the mass of the pupils in gooroomahashoy schools have not been yet much improved, because the pundit wants time, and the gooroo wants ability to teach them," which amounts to this, that all improvement depends on the Government "pundit" personally, and that such schools are improved only in the same measure as they are not taught by the "gooroo," or indigenous master, and are transformed, in point of fact, into Government institutions under the pundit. The system can, therefore, be desirable only where funds sufficient to provide popular education entirely in Government institutions are not procurable, and the indigenous schools are so numerous and respected by the people that they

* I have heard that it has been proposed to establish schools in the Ahmednuggur Collectorate, with masters on Rs. 4 and what they can get as fees. It is just possible that, where there is a glut of Coolkurnees, some may accept these terms; but it may be considered certain that their attainments will be very low; that they will take more than the prescribed fee whenever they can; will do other work for hire whenever they can get it; and will be indifferent to their duties, and perpetually on the look-out for employment elsewhere. A competent schoolmaster cannot be obtained on pay lower than that of a peon.

cannot safely be ignored. In this Presidency neither of these conditions exists; ample funds could be obtained by an educational rate, and the indigenous schools are comparatively few, and without hold on the people (*vide* paragraph 63).

82. *A separate Act like the Municipal Act.*—The next proposal for notice is that for this Presidency made in your Annual Report for 1857-58, for an Act on the principle of the Municipal Act (XXVI. of 1850), and containing the petition of the inhabitants, local committee, rules to be submitted for Government sanction, and other well-known provisions. It is with much regret that I find that my opinions on this subject differ so much from your own; but as you have been good enough to acknowledge the consistency of my opposition to the voluntary principle, you will no doubt be prepared for re-assertion of my objections in a strong form on the present formal invitation to a reconsideration of the question, with a hope of success at last for the views I have advocated so long. The chief objections to an Act of the nature proposed are—

1*st.*—As a petition of the inhabitants, in the first instance, will be required, the duty of persuading and soliciting the people, which is justly condemned in the Secretary of State's despatch, will still remain.

2*nd.*—The total failure of its model, the Municipal Act itself, in its practical working. Most of the existing municipalities either do nothing (except a little jobbery), become puppets in the hands of some active European members, or obstruct all measures of improvement proposed.

3*rd.*—The cumbrousness of the machinery. How will it be possible for the inspector and his deputies to direct, stimulate, and keep in good humour even the 200 or 300 municipalities, which, counting only the larger towns or circles, the Act will produce in a division? and they will not all, I presume, work smoothly without constant supervision.

4*th.*—The slow and unsatisfactory progress which education will make under the Act. There seems no ground for supposing that petitions for its introduction will be got more rapidly than they were, in such places, for partially self-supporting schools, or that the localities presenting them will be those where schools are most immediately required.

5*th.*—The anomaly of having, as must constantly be the case, two separate bodies, the Educational and Municipal Committees, raising

funds for public purposes in the same places, and the improbability of their acting in harmony.

6th.—The sacrifice of rapidity of introduction, complete power as to details of management, and all the other advantages of a compulsory act, for one which is, after all, only to a certain extent voluntary, since, in the larger towns, it is never in practice convenient, and has not, with the Municipal Act, been customary, to take the signatures of more than a fraction of the population.

There are minor points in the draft, such as the want of provision for the control of the masters and schools by the educational department, which are open to criticism, but the above notice of the main objections seems sufficient in this place.

83. *An extension of the Municipal Act itself.*—A suggestion has, I believe, been made, that, in lieu of the above separate Act, it would be sufficient to authorize the appropriation to educational purposes of funds raised under the Municipal Act, and the introduction of that Act for such purposes alone, if desired. This course has the merit of taking advantage of all municipalities in existence, and removing the fifth objection urged above against a separate Educational Act. The other objections, however, are as applicable to it as to such an Act, and seem insurmountable if education on a national scale be the end in view. The appropriation of municipal funds to educational purposes will, however, have to be legalised in the event of the plan hereinafter proposed being adopted.

84. *Redistribution of existing charges.*—Another proposition which has been made is, that for a redistribution of the present State expenditure contained in your letter to Government, No. 735, of March 29th, 1858 (*vide* page 117 of Annual Report for 1857-58). By it a large addition would be made to the establishments of the high and superior Anglo-vernacular schools by corresponding reduction of the total sum spent on the vernacular (including inferior Anglo-vernacular), and the latter reduced sum would be divided among a number of schools 36 per cent. greater than before, thus bringing the amount available for each individual school to a still lower figure. The increase to the establishments of the English schools is, *per se*, most desirable, and might, in individual cases (*e. g.* that of the Ahmedabad high school), be advantageously carried further than is proposed; but I would respectfully submit that it would be inexpedient to effect it by the sacrifice of inferior schools (talooka and village). The maximum of Rs. 50 would be insufficient for

an efficient establishment in a large talooka school, and that of Rs. 12 fixed as the salary of a purely vernacular master is too low, both absolutely, since first-rate men cannot be got for that sum, and relatively, as compared with the salaries which men knowing only the vernacular can obtain in other departments. But it appears unlikely that in practice many schools will ever obtain even these sums, as it is proposed apparently that any Government grant above Rs. 15 and Rs. 6, for the two grades respectively, should be conditional on the people's voluntarily contributing treble its amount, and this, as is justly observed in your concluding paragraph, it is exceedingly improbable that they will do to any great extent. The result of the application of the plan would therefore be that the schools would be either wholly supported by Government on a scale lower, in the case of purely vernacular ones by one-third, than what is given in your 74th paragraph as a minimum, or on the partially self-supporting system, with establishments larger indeed but still insufficient. In both cases the establishments would, I fear, be insufficient, and in both the State would incur expense; while in the latter the partially self-supporting system, with its concomitant evils, would be perpetuated, and, after all, education on a national scale would not, as observed in your 76th paragraph, be provided. The difficulty of providing it too as regarded the rest of the country by means of a rate would be increased, as the communities taxed would see others in their neighbourhood paying nothing. These remarks have been made as the plan is one of those actually put forward for adoption; but it occurs to me that, as circumstances have considerably altered since it was submitted, it may not quite represent your views at the present juncture.

85. *Principles of a plan now proposed.*—The above review of the different plans for elementary education which have been brought forward will have indicated, and in most cases shown, the grounds of most of the principles on which I humbly submit that it should be provided, and which I now proceed to enumerate, premising that by the term "elementary education" I understand vernacular education of all grades, unaccompanied by English. The best vernacular education that can be given is very elementary in its character, and, excepting in higher mathematics and an additional branch or two of history, is little above the minimum which ought to be placed within the reach of every cultivator. Also, in many places where vernacular education of the best grade would be re-

quired, there would be no need for more than one master, who would thus have to give instruction of the lowest grade also; and even in the largest schools, the head master would not in practice give his whole time to the instruction of his first class in the higher branches, but would look after his assistants teaching the rest of the school. It seems therefore undesirable, and, indeed, is hardly possible, to divide purely vernacular education into elementary and superior with a view to a distinct provision for the former alone. The differences which there will, of course, be in the pay of masters in small and large school districts will sufficiently provide for each receiving the grade of teaching suited to it.

1*st*.—The entire charges of schools for elementary education should be thrown on the people (*i. e.* not on the Imperial revenue), and provided for by special taxation under a legislative enactment.

2*nd*.—The non-agricultural classes should invariably be made to pay their fair share, instead of throwing the whole burden on the cultivator.

3*rd*.—The Act should be applicable to towns as well as villages, the one being as much in want of vernacular schools as the other.

4*th*.—The Act should not be applied to whole districts at once, but certain of the most promising* and well-disposed places should annually be selected for its introduction, the number depending, in practice, on that of competent masters turned out by the Training Schools.

5*th*.—All schools supported under this Act should be open to all classes alike, without distinction of caste.†

6*th*.—No fee should be taken in any school supported under the Act.‡

* Among these central positions in districts inhabited by wild tribes, from which a civilising influence and disposition for schools could gradually be diffused, should be considered as included.

† Anything less than this could hardly receive the sanction of Government. No case of an application from a low-caste man for admission to a Government school has occurred since I have had charge of the division; but I believe that, were an applicant to be admitted, the higher castes, though they might secede at first, would ultimately return and sit next the low-casteman in school as they already do in the railway carriage. In the larger towns the amount paid under the rate would permit of a separate low-caste school being opened, which should be done wherever possible, without, however, excluding the low-caste boys from the other schools, if they preferred them.

‡ The arguments used in England and America in favour of free schools are

The Act should also provide for the construction of school-houses; in the first instance, by an extraordinary impost, distributed, if necessary, over two or three years; the control of the funds, masters, and schools by the educational department alone; the punishment of misconduct in educational officers, and other minor matters which it is not necessary to detail here. About two years and a half ago, I had the honour to submit a draft of an Act on the general principles stated above, but as circumstances have in some points changed since then, I beg that it may not be considered as *exactly* what I would recommend now.

86. *Nature of rate to be imposed.*—The next question is the nature of the rate to be imposed. The first mode which presents itself is a percentage out of or enhancement of the Government land revenue, which has been carried into effect in the North-West Provinces, and a proposition for which, supported by Major Wingate, late Revenue Survey Commissioner, has been before this Government for some years. But it is evident that this measure is in some cases impracticable, either altogether or for many years, and cannot be used exclusively in a large proportion of the remainder. To large towns it is quite inapplicable, and to villages settled by the Revenue Survey under the thirty years' guarantee, which comprise an important portion of this Presidency, it is equally so until the expiration of that term. Alienated lands, whether only of small extent or forming entire villages, it likewise would not touch. Neither could it be exclusively applied to the greater portion of the remaining villages, as they would in this

well known. The abolition of the fee here would remove the existing temptation to favouritism and embezzlement on the part of the master, relieve the educational department from the trouble it now has in looking after the accounts, and let in a large number of children who undoubtedly are now excluded. Some parents are too poor to pay, but too proud to enter their children as paupers; others, though ready to take education gratis, either think it not worth paying for at all, or cannot go through the struggle with their avarice once a month; others, (in the village) find it troublesome and expensive to get copper coins. It is said that what is paid for is more valued; but this is hardly true in India, where rather anything to be had gratis is attractive, and is not borne out by experience here, as the Kattywar schools, where no fee is taken, are as well attended and popular as any others. Besides, the people *will* pay after all, but by an annual rate instead of a monthly fee. An additional important argument, in favour of the abolition simultaneously with the imposition of the rate, is, that it would materially diminish any discontent which the latter might occasion.

Presidency be found to contain a certain proportion of Brahmins, Banians, and other non-agricultural classes whom it would be necessary to tax in some other way.

87. I know of no single mode of taxation which, though appropriate in some cases, it would not be either impossible or highly undesirable to adopt in others. Besides this, there are, in various parts, local funds which, if taken advantage of, would, in such places go far to preclude the necessity of separate and additional taxation. Of this kind is the large surplus of the chilhur, or allowances raised from the people for village expenses, in the Broach and Ahmednuggur Collectorates, which Government cannot well appropriate, but which is available for local purposes, such as education, and the "Dhurm Funds," raised in many places by the people among themselves for charitable objects, from which they are sometimes willing to make educational assignments.*

88. In the absence therefore of any general base—such as the income tax or the parish assessment in England, on which to tax all classes, and considering the expediency of taking advantage of the local funds alluded to—it seems that what is required is an elastic measure which will reach all by adopting with each the mode best suited to it. In applying this, it is very desirable to avoid the extra expense of collection, and the obtrusiveness, inviting unpopularity, of a separate tax, by making the educational rate either an enhancement of an existing tax, or based on and to be collected with it. The following are some of the modes which would be resorted to under such a measure. Any town where there was a municipality under Act XXVI. of 1850 should simply be required to furnish the total sum needed out of its general revenues. (The Municipal Act being modified to permit this.) Both in towns without a municipality, and wherever else they were found, persons coming under any general tax which may hereafter be imposed, such as an income tax, or a licence for trades and professions, might be made to pay with the sum due from them under it, either a percentage in addition or a fixed sum. In a similar manner, if a quit-rent be taken from holders of alienations, as has been proposed, they might pay with it either a percentage or a fixed sum. All agriculturists in districts either not as yet surveyed or in which power of enhancing the assessment for educational purposes has been reserved, should pay a

* The Deesa English school receives Rs. 65 per mensem from a source of this description.

percentage on the land revenue. All agriculturalists in surveyed districts where the assessment cannot be enhanced, as also all holders of alienations not paying a quit-rent, and all non-agriculturalists not coming under the general taxes alluded to, might pay a house or hearth tax, the popularity of which kind of impost has already (paragraph 68) been noticed. Other modes besides these might be resorted to where preferable, and local funds would, of course, be taken wherever they could be procured, in lieu, *pro tanto*, of a fresh impost. The Act should therefore permit the adoption of any of a number of specified methods of taxation and the authorisation of others by Government on occasion.

89. *Nature of rate, by whom fixed.*—The selection of a method or methods for each locality, in the first instance, would require much care and judgment. The Collector of the district and the Director of Public Instruction, or a person named by him, with the consent of Government, might be constituted settling officers for the purpose, and the people might be invited to aid them to the extent of presenting within a given time for their consideration a statement of the mode which would be most agreeable to them. The mode decided on should not be carried out until confirmed by the Governor in Council; and in order to give confidence to the people, it might be declared unalterable for a period of seven years, except at their express desire. The duty thus entrusted to the settling officers would not be greater than that of assessment held by Superintendents of Revenue Survey.

90. *Amount of rate.*—The amount of rate must now be considered. The absence of a general base for taxation, which necessitates, as shown above, the adoption of a variety of modes of levying the rate, some of them independent of other imposts, prevents the amount of the rate being fixed as a percentage of any given quantity. A percentage of the Government land revenue might indeed be assigned, but how could the balance to be levied from non-agriculturalists be determined, or the balance to be laid on a community after bringing a local fund to account? It is consequently necessary to make each place pay according to its population, and this is, on independent grounds, the sounder course, as on the population mainly depends the number of children to be educated and the cost of doing so. One scale of payment, according to population, could not well be laid down in the Act for all parts of a Presidency however, as unusual wealth, recent acquisition, and other reasons

might place particular provinces in a different condition from others. The Act should therefore empower the Governor in Council to promulgate scales of payment. In order to give greater confidence to the people, these might be made unalterable for a limited period, say, seven years.

91. The amount of these scales would be subject for consideration as regards each province after the passing of the Act, and without knowing them, and also in the absence of any information as to the amount of wealth in the country, in terms of which the cost of popular education might be expressed, it is difficult to state, either relatively or absolutely, what that cost would amount to in this Presidency. The division of the four Collectorates of Gujerat into school districts, with a radius not exceeding 2½ miles, and the estimates based on it, which I had the honour of drawing out in 1855-56, may, however, assist in forming a general idea. The area of the Collectorates is 8,711 square miles, and the population was 2,026,928 in 1851. It was calculated that the cost of providing schools for the *boys* alone (taken as 1-18th of the whole), with establishments on a very efficient scale, drawn up by Mr. Erskine, the then Director of Public Instruction, would be Rupees 2,83,398; and on a reduced scale, which, I think, might be sufficient for the first seven years (before the full number of pupils was reached), but not more, Rupees 2,09,238. The percentages of the former sum to the revenue received by Government, and to the total revenue, including all except service alienations, are 4·8 and 3·3 respectively; and of the latter sum to the same amounts, 3·5 and 2·4. An estimate for both boys and girls gave as the cost Rs. 4,66,944, with percentages as above, of 7·8 and 5·5. As the cost would not, according to the plan now proposed, be thrown on the land alone, and that for the large towns, which is included in the estimate, would in particular not fall on it at all, it is evident that, even at the highest scale, it would be extremely moderate, and fall very lightly on the country at large. I may add, as a further illustration, that, supposing an assignment of six pies in a rupee, or 3·125 of Government revenue only, were to be made, it would yield Rs. 1,85,857; but if alienations were included, the amount would be Rupees 2,64,400. Mr. Erskine, I believe, recommended a reservation or enhancement of rate of one anna in the rupee, or 6·25 per cent., an assignment which, it will be seen, would (including alienations) have met the entire charges of elementary instruction for both boys and girls.

92. *Recovery of rate.*—In places where Act XXVI. of 1850 was in force, the amount would, as above stated, be obtained through the municipality; in all others its recovery should be entrusted to the Revenue Department, which should be empowered to put in force the methods used with regard to land revenue and fines.

93. *Appropriation of rate.*—As there are many charges, such as for prizes, apparatus, or scholarships, which either vary in amount from year to year, or cannot always be debited to a particular institution, and as also much complication of account would thereby be avoided, the sums raised should be thrown into a common fund for each collectorate or educational subdivision, and a portion only of the contribution of each locality—say not less than two-thirds or three-fourths—necessarily applied to educational purposes within its limits, the balance being held available for general expenses.

94. *Advantages of plan proposed.*—The advantages of an Act of the kind thus sketched out will, it is hoped, be readily perceived. The spread of vernacular education will be as rapid as the production of competent teachers will allow of; schools under such men, and efficient Government management, will be opened in the most suitable localities, and gradually leaven the surrounding ones, the best of which will in due time receive schools themselves, and exercise a similar influence on their less enlightened neighbours; the expense will be fairly shared among all classes, and imposed in the form least burdensome to each; and the finality of the settlement for a term of years will impart a feeling of security to the people. But not the least advantage of all, and one which it is hoped will, at the present time, have due weight, is the financial one. Schools will be multiplied, till in time the entire population, not only rural, but urban, will be afforded the means of education without causing Government any considerable expenditure beyond that now incurred. This amount, though it need not be greatly, if at all, exceeded, cannot, of course, be reduced; for though the Act will relieve Government of the expenses of all the vernacular schools, the cost of supervision, training provincial and other special or not merely locally useful schools, which cannot be thrown on any particular locality, and are of a nature which Government may legitimately bear, will be increased.

95. *English and special education.*—In paragraph 55 of the Despatch of the Secretary of State for India, it is stated that those individuals or classes who require more than a simple elementary

education, *i. e.* (if I understand rightly) English or special education, may, as a rule, be left to exert themselves to procure it *with* or *without* the assistance of Government. On the nature of the assistance which Government might render, I beg respectfully to submit a few remarks before closing this report. As regards English, it seems almost certain that the causes stated in paragraph 58 will prevent the people from making efforts to provide it distinct under the grant-in-aid system, and in the case of the mere rudiments of English, which might, under the conditions proposed in paragraph 56, be often taught by the master of the Government vernacular school, it would be very expensive and unnecessary for them to do so. A clause in the Act proposed, providing that, whenever the inhabitants of a place, by petition, expressed their desire to contribute a certain sum for English education, that sum might be levied with and in the same way as the sums for vernacular education to which the Act specially refers, and administered by the educational department strictly for the purposes set forth in the petition, would, while maintaining the voluntary principle, afford proper facilities for putting it into practice. A similar clause might be inserted, applying to special education, such as schools of Industry and Civil Engineering, which are among the greatest special wants of the period. It would probably be taken advantage of by some of the large towns. By the addition of these two clauses, the Act would provide for education of every description, the vernacular by compulsion, the English and Special (as regards the future) by voluntary action, the whole being under the management of the State, and would be an engine, accommodating itself to all circumstances, expansive to meet all exigencies, and hence efficient to promote enlightenment and progress in every class of the people.

(True extract)

(Signed) E. I. Howard,
Director of Public Instruction.

APPENDIX [K].

PAPERS RELATING TO THE EXAMINATION OF THE LAW CLASS.

EXTRACT

FROM

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION TO GOVERNMENT, ON THE EXAMINATION OF THE LAW CLASSES.

Dated 1st August 1859.

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2. The examination of the Law Classes was conducted by my learned friend Mr. White, Barrister-at-Law, and myself. It commenced on the 11th June, and was continued for three days under my personal supervision.

3. Nine students presented themselves for examination who had completed one year's preliminary study of Jurisprudence without entering on the technical subject of Law properly so called. Of the students who were examined in Law as well as Jurisprudence, six had completed one year's study of Law, five two years' study, and seven three years'. The following table shows the names and conditions of the candidates :—

JURISPRUDENCE CLASS,

Corresponds with "First-Year Class" of 1858.

Name.	Age.	Where Educated.	Present Employment.
Narayen Mahadeo ..	20	Elphinstone College.	Student.
Bhasker Hurree Bhagrut.	22	Ditto ..	Student.
Heerjeebhoy Aspendiarjee.	19	Ditto ..	Student.

Name.	Age.	Where Educated.	Present Employment.
Bala Mungesh	20	Elphinstone College.	Student.
Pestonjee Cowasjee ..	19	Ditto ..	Student.
Jettashunker Shivashunker.	20	Ditto ..	Student.
Dulputram Jeevunram.	21	Ditto ..	None.
Shamrao Bhasker....	24	Ditto ..	Translator, Supreme Court.
Dulputram Pranjeevun.	23	Ditto ..	Teacher, Elph. Inst.
Gunesh Amritrao ..	23	Ditto ..	Ditto.

First-Year Law Students,

Corresponds with "Second-Year or Junior Law Class" of 1858.

Wassoodew Juggonath	21	Elphinstone College.	Teacher, Elph. Institution.
Hurrishunker Balcrishna.	25	Ditto ..	Clerk.
Shamrao Morojee....	26	Elph. Institution. ..	Clerk.
Jehangheer Merwanjee	21	Parsee Benev. Inst..	Clerk.
Bomanjee Dossabhoy.	32	Elph. Institution ..	Moonshee in Secretariat.
Heerjeebhoy Cursetjee	23	Ditto ..	Teacher, Parsee Benev. Inst.

Second-Year Law Students,

Corresponds with "Third-Year or Senior Law Class" of 1858.

Shivashunker Govindram.	24	Elphinstone College.	Clerk and Interpreter.
Madhorao Bhasker ..	24	Ditto ..	Clerk.
Pandurung Ballibhudra.	24	Ditto ..	Teacher, Elph. Inst.
Gunputrao Bhasker ..	29	Ditto ..	Clerk.
Shamrao Hurreetrimbuck.	23	Money School.	Interpreter, Butcher's Island.

Third-Year Law Students,

No corresponding Class in 1858.

Nanabhoy Hurreedass.	28	Surat School	Translator and Interpreter, Supreme Court.
Nusserwanjee Nowrojee.	25	Elphinstone College.	Teacher, Elph. Inst.
Bulwuntrao Govind ..	21	Ditto ..	None.
Muckundrao Bhasker.	29	Ditto ..	Interpreter.
Byronath Mungesh..	25	Ditto ..	Teacher.
Gopinath Sudasew ..	22	Ditto ..	None.
Dinshaw Jamsetjee ..	23	Ditto ..	Teacher.

4. On comparing this table with the corresponding table for last year, I observe an increase of three names in the Jurisprudence class, a decrease of one in the first-year Law class, a decrease of five in the second-year Law class. The third-year Law class of this year did not exist last year. On the whole, there were examined this year 18 Law students in three classes against 17 in two classes in 1858, and 10 Jurisprudence students against 7 in 1858.

5. If the Jurisprudence students all go on to study Law (of which I fear there is not much hope), the Law class will not dwindle to the extent which last year I anticipated. There are recent incidents which have no doubt greatly encouraged the study of Law. Mr. Kaikusru Hormusjee and Mr. Muckundrao Bhasker, two members of the senior Law class of 1858, have received promotion to the Native Bench; and Government, in their Resolution on my last year's Report, No. 2478, dated 11th October 1858, have distinctly recognised the claims of the "successful (Law) students to the Native Bench."

6. I observe that of the five passed Jurisprudence students of last year only two (Wassoodew Juggonath and Jehangheer Merwanjee) have proceeded to the study of Law. On the other hand, there are three names in the present first-year Law class that are not to be found in the examination list of the Jurisprudence class of last year.

7. Of last year's junior Law class, four out of seven have persevered in legal study; while of last year's senior Law class, consisting of ten persons, seven appear at the examination. Of the three absentees, Mr. Kaikusru Hormusjee had the honourable excuse that, at the date of the examination, he was engaged in the duties of a judicial office in Guzerat. Great credit, in the present state of native feeling, is due to the seven students who have now passed more than four years in legal study; and I recommend them to the favourable notice of Government. One of the seven, Mr. Muckundrao Bhasker, has been rewarded, as mentioned above, with a seat on the Bench.*

* I may mention in a note that another member of the fourth-year class, Mr. Gopinath Sudasew, whose good style of answering I particularly observed, has proceeded to Kurrachee, for the purpose of practising as a Vakeel. This is a remarkable instance of manly self-reliance in a native student. I cordially wish that he may meet with the success he deserves.

8. I have to repeat the observation that the advantages of legal instruction are still monopolised by the inhabitants of Bombay. My proposal for the foundation of Law Exhibitions was approved by the local Government, and recommended for sanction to the Supreme Government. Financial considerations, however, prohibited the entertainment of the proposal. Under these circumstances it only remains to suggest to native gentlemen anxious for the advancement of their race, that this is a case of deficiency which, according to the ideas and practice of Englishmen, would be more properly met by the liberality of individuals than out of the revenues of the State.

9. All the four classes were examined in Jurisprudence, as being (I venture to quote my Report for 1858) the "basis of their after studies, which should never be allowed to fade from the students' mind." I am solely responsible for this part of the examination. The questions will be found in Appendix A. They are chiefly based on the most useful portions of the Roman Civil Law, which experience and reflection have satisfied me is even more valuable to natives than it confessedly is to English law students, as the foundation of legal education.*

10. On the whole, I was fairly satisfied with the answering. Some conception of the comparative merits of each class may be gleaned from the statement that the average of marks gained in the Jurisprudence class was 41·1, in the first-year Law class 35, in the second-year 36·8, in the third-year 56·5.

11. Considering the Jurisprudence class by themselves, I decided, on view of the papers, that—

CLASS I.

Bala Mungesh (best) .....
Bhasker Hurree .....
Narayen Mahadeo ..... } Passed with distinction.

* I may be allowed to state that, having these views, I have edited Gibbon's celebrated chapter on the Roman Jurisprudence, which is used as the text-book of Jurisprudence in several foreign universities, with notes, for the use of native students.

CLASS II.

Dulputram Jeevunram.....
Dulputram Pranjeevun ....
Jettashunker Shivashunker..
Shamrao Bhasker.....
} Satisfied the requirements of the examination.

Taking the three Law classes together, I found the following students worthy of mention :—

CLASS I., *distinguished.*

Nanabhoy Hurreedass (3rd year) (best).
Bulwantrao Govind (3rd year).
Byronath Mungesh (3rd year).
Nusserwanjee Nowrojee (3rd year).
Wassodew Juggonath (1st year).

CLASS II., *satisfied the examination.*

Gopinath Sudasew (3rd year).
Gunputrao Bhasker (2nd year).
Hurrishunker Balcrishna (1st year).
Jehangheer Merwanjee (1st year).
Muckundrao Bhasker (3rd year).
Pandurung Balibhudra (2nd year).
Shivashunker Govindram (2nd year).

N.B.—The names are arranged alphabetically in each class, except in the case of the best man of the first class.

12. I have had reason again to complain of the defective English scholarship of the majority of the respondents. I have pleasure, however, in observing that only two of the Jurisprudence class deserve censure in this respect, and I hope that each new generation of scholars will show a successive marked improvement.

II.—LAW QUESTIONS.

13. As regards the examination in Law, properly so called, I beg to refer to the following Memorandum by my learned friend, Mr. White :—

Memorandum.

"I am glad to observe that the Law students generally have passed a better examination this year than they passed last year. They have shown, on the whole, a greater precision in the use of

terms, a less amount of inaccuracy in their ideas, and a better comprehension of, and a closer adherence to, the points to which their attention was intended to be drawn in the questions put before them. The paper on Torts and Crimes, and that on Contracts, were answered well, very nearly equally well. If there was any difference, the former was the better answered of the two. The paper on Evidence was not well answered. Two or three of the students, who had previously passed one or more of the recent annual examinations in that subject, exhibited marks of improvement, but the majority of them betrayed the same faults which I had noticed in the examination for the year 1858. I attribute the general inferiority of the answering in this paper to the intrinsic difficulty of the subject of Evidence, a difficulty which few can overcome who have not added to study an actual practice in, or at least a long attendance upon, those Courts which are governed by our English rules of Evidence. The paper on Equity was also, with one or two exceptions, very imperfectly answered, owing, in a great measure, I believe, to the circumstance that that subject was introduced for the first time last year into the course of study prescribed for the Law students, so that the present was their first examination in Equity. With regard to the paper on the Property Law of India, it was very unequally answered. Four of the students gave satisfactory proofs of their knowledge of the subject, but the rest of them, in a greater or less degree, failed.

"(2.) Nanabhoy Hurreedass, whose marks nearly approximated to two-thirds of the whole, passed a very good examination considered by itself, and an excellent one relatively to his competitors. Muckundrao Bhaskerjee and Byronath Mungesh came next to Nanabhoy Hurreedass. Muckundrao Bhaskerjee gained very nearly half of the whole marks assigned; and, though the total of Byronath Mungesh's marks is smaller than Muckundrao's, yet, in one of the papers, that on Torts and Crimes, Byronath's paper was clearly the best that was given in by the examinants of this year. Bulwuntrao Govind also answered the same paper very well, and stands fourth in the examination on my list. The above are fourth-year men (third-year *Law* students). Of the third-year men (second-year *Law* students), Gunputrao Bhaskerjee and Pandurung Balibhudra have each passed an examination which is satisfactory, and deserves to be mentioned.

Gunputrao's paper on Contracts was the best of the year. Pandurung's paper on the same subject was also very good, very nearly, if not quite, on a par with Gunputrao's; and Pandurung's paper on Evidence merits notice, inasmuch as some of the answers attracted my attention from being very much to the point. Of the second-year men (first-year *Law* students), two men stand not far before the rest,—Hurrishunker Balcrishna and Wassoodew Juggonath. Both these students I consider promising men, particularly the former. Jehangheer Merwanjee, another of the second-year men, showed, in his paper on Contracts, some extent of reading and much industry, which gained him a fair amount of marks, but his answers were characterised, for the most part, by a want of accuracy.

"(3.) It appears, by Professor Hore's report, that 31 students are on the roll-call of his class; and by Professor Reid's report, that 27 students are in his roll-call, exclusive of the students of the candidate (Jurisprudence) class. I find that, omitting the candidate class, only 18 students submitted themselves, or were permitted to submit themselves, to examination. Some of the 31 or 27 students were, I have no doubt, voluntarily or unavoidably absent from the examination. But if absence from such causes does not account for the difference between the number of the students examined and the number of those on the roll-call, as I am inclined to believe, I would suggest that all the students should be allowed to offer themselves for examination, and should be encouraged to do so, as the undergoing of an annual examination in a particular subject, even when a slight previous preparation only has been made, is in itself an useful exertion on the part of the student, and one means of training the mind and of gaining knowledge.

"(4.) It appears to me that after a student has passed the candidate class, and is admitted to the general study of the Law, he should not be required to pass any other examination, except his final examination as a fourth-year man, and that the intermediate annual examinations should be voluntary, and that no conditions affecting his future progress from the state of the first-year men to that of fourth-year men should be attached to their intermediate examinations."

14. Mr. White's appreciation of individual students may be thus tabulated :—

Third-Year Law Class.

Nanabhoy Hurreedass	Excellent.
Muckundrao Bhasker	Good.
Byronath Mungesh	
Bulwuntrao Govind	

Second-Year Law Class.

Gunputrao Bhasker	Satisfactory.
Pandurung Balibhudra	

First-Year Law Class.

Hurrishunker Balcrishna....	Excellent.
Wassoodew Juggonath	
Jehangheer Merwanjee.....	Fair.

15. Mr. White's recommendations will be considered when the University Statute for Degrees in Law is promulgated.

16. Two prizes were sanctioned last year, to the best men of the Jurisprudence and Law classes respectively. As regards the former class, I request permission to award a prize of law books, value Rs. 100, to Mr. Bala Mungesh. As respects the latter, after reflection I have resolved to recommend a prize of the same value to Mr. Byronath Mungesh. Mr. Nanabhoy Hurreedass has already enjoyed two Law prizes; and Mr. Muckundrao Bhasker, having been promoted to the Bench, may be considered to have been sufficiently rewarded for his proficiency. Moreover, Mr. Byronath has been for some years a valuable teacher in the Central School, and his energy in studying law in the midst of a fatiguing profession deserves recognition.

17. I hand up Mr. Bala Mungesh's paper on Jurisprudence (Appendix B), which I propose to print.

I have the honour to be, &c.

(Signed) E. I. HOWARD,
Director of Public Instruction.

APPENDIX A.

QUESTIONS.

11th, 13th, and 14th June 1859.

JURISPRUDENCE.

I. (*a*)—Explain Justinian's division of Law (*jus*) into the Law of Nature, of Nations, and Civil Law.

(*b*)—Are you aware of any other form of this division? if so, which do you prefer? and why?

II. (*a*)—"Rights and obligations are correlative." Explain and illustrate this *dictum*.

(*b*)—Are you aware of any exceptions to the rule? If so, state and explain them.

III. (*a*)—Distinguish *real* and *personal* rights.

(*b*)—Explain and criticise the division by Justinian of the Civil Law into that which pertains to *persons*, *things*, and *actions*.

IV. Enumerate and illustrate the *modes of acquisition* recognised by the Roman Law, distinguishing the *Natural* from the *Civil*.

V. (*a*)—Compare the legal notion of *Heirship* in the Roman, Hindoo, and English systems.

(*b*)—Compare the rules of descent in the Roman, Hindoo, and English systems.

VI. Explain and illustrate the following maxims:—

(*a*)—From a *nudum pactum* no action arises.

(*b*)—The act of God does no man wrong.

(*c*)—The office of the Judge is to declare law, not to make law.

(*d*)—So use your own that you hurt not another's.

VII. Give an historical account of the doctrine of *usus*, præscription, and *longi temporis possessio* in the Roman Law.

VIII. (*a*)—Give some account of the works which constitute the *Corpus Juris*.

(*b*)—What authority is possessed by the Roman Civil Law in England, Europe, and America at the present day?

IX. (*a*)—Compare the Prætorian jurisdiction with that of the Lord Chancellor.

(*b*)—Are *naturalia officia* (natural duties) in any case, and to what extent, recognised as legally binding in any system with which you are acquainted?

X. Explain the terms *persona*, *res*, *ingenuus*, *sui heredes*, *successio per universitatem*, *testamentum inofficiosum*, *tutor*, *curator*, *sui juris*, *possessio*, *dominium*, *peculium*.

XI. Enumerate the sources of positive Law in British India.

XII. State and illustrate any one of the fundamental principles which regulate civilised Courts of Justice in the conflict of Laws.

APPENDIX B.

ANSWER.

[Three hours' time allowed.]

BY BALA MUNGESH,

1st-year Student, Elphinstone College.

ON "JURISPRUDENCE,"—SEE PAGE [9].

I. In the Institutes Law is divided—I. Law of Nature: II. Law of Nations: & III. Civil Law. The first is defined to be that law which man obeys in common with the lower animals. In fact Justinian makes natural law comprehend just as much as instinctive law would. The second—Law of Nations, is that which obtains among two or more nations by mutual consent. And civil law is that which a state creates for its own interior management. Thus that law which obtained between the Romans & the neighbouring nations was called the Law of Nations: and that which obtained among the Romans themselves was called the Civil Law.

(*b*)—According to another form of division law is divided into I. Natural law: II. National law: & III. Municipal law. The latter two members of this division very nearly correspond with the law of nations & the Civil law of Justinian but the first member [natural law] of this division is of greater extension than the law of nature of Justinian. The latter takes cognisance of the inferior or lower part of man's nature while the former does more than that, it takes cognisance of the dictates of the higher part of man's nature. The latter division is preferable to the former on account of its clearness & completeness. In the Institutes the law of nature & the law of nations are very often confounded with each other.

II. Rights & obligations are correlative terms because one gives rise to the other: *i. e.*, rights create obligations, & obligations create

rights. Thus if I have the right of way through a field, I can put the owner of it under the obligation of keeping the passage clear & in good order. Again if I promise to lend a thing to a person, the moment I deliver it to him, he is bound by obligation to re-deliver it to me; and I acquire a right of compelling him to return that thing.

(*b*)—Those Right which cannot be put into force, unless opposed or violated form an exception to the stated *dictum*. Thus I cannot exercise my right of personal security & create obligations thereby, untill I am confined by force, or opposed in exercising it.

III. Real rights are those which one estate has over another estate; and personal rights are those which a person has against a person, or an estate. Thus if there be a field one within another, and if the way to it be through the outer field then, the right by which this *servitude* is maintained by the owner of the inner field is a real right.

(*b*)—The Roman Civil law is divided into I. Law of Things: II. Law of persons; & III. Law of Actions. The law of things considers persons as individuals perfect in themselves & as capable of becoming subjects of rights and things, as the objects of Right. The Law of persons considers persons as incomplete in themselves, and as restricted in the exercise of their rights by the laws of family, profession & state. The violations of the rights of Persons & things gives rise to the law of Actions.

IV. The natural modes of acquiring property are I. Occupancy; II. Tradition; & III. Accession. The first is acquired by taking possession of a thing which had no owner, for example capturing a wild horse; or taking possession of a diamond or pearl, which had no owner. Tradition is a right of property which a person acquires, when he receives a thing from another person, with the express understanding that it was to be his [receiver's] in future. To a perfect tradition it was necessary that the giver must be the owner of the thing given; that the thing itself must be *res commercii* [capable of being bought & sold] and that there must be a delivery, whether it be actual or constructive. Accession was of three kinds; Natural; Industrial; & Mixed. Natural when there was an alluvial increase to one's lands: Industrial when one took the materials of another person & gave them a new form. The new thing if it was of such

a nature that it could not be reduced to its original materials belonged to him [the person who gave the form]; and Mixed, when a person planted some trees in his own ground, he had a right to the fruits.

The civil modes of acquiring property were I. Prescription: II. Donation and III. Succession. Prescription was a title to the possession of a thing acquired by use. For valid Prescription it was necessary that the thing must be capable of prescription; that the possession must be *bona fide;* with a sufficient title: uninterrupted & for a lawful time. Thus if a person buys a thing from one whom he supposed to be the owner of it, & if the thing itself be free from the vice of fraud; then he can keep off the true owner, if the thing was in his possession for a lawful time, which was fixed by Justinian thus: 3 years if the thing be moveable; 10 years if the thing be immoveable & the both the parties in the same province: & 20 years if they were in different provinces.

Donation was of two kinds—Donation *mortis causa:* donation *proptor nuptias.* For the first it was necessary that there should be mutual consent between the donor & the donee; and that the donee must have the power of receiving a gift; A person saying before witnesses specially called that such and such a person was to receive on the event of the death of the donor, a particular thing, is an instance of Donation *martis causa.* Donation *proptor nuptias* was the settlement which one made on his wife to secure her dowery; Succession was of two kinds Universal & singular. When a person succeeded to all the rights of a dead person, he was called an universal successor but when he succeeded to a particular thing [as a legatee] he was called a singular successor.

V. The Romans considered persons either as *sui juris* or *alieni juris.* Now the law originally was that whatever a *sui juris* obtained it was for the family & not for himself; & whatever the *alieni juris* obtained it was for the person under whose power he was: This law was modified and persons were allowed to dispose off their property by testaments, under the restriction that they should leave at least one fourth of their property to their legal heirs. Thus then the notion was that a heir succeeded from his family ties. Among the Hindus the right of heirship depended upon performing the funeral ceremonies of the dead.

X. *Persona* means a person the representative of rights to things: *res* means a thing—subject of right. *ingenuus*—a person born of free or freed parents: *sui heredes*—the legal heir: *testamentum inofficiosum*—an unnatural testament, *i. e.* a testament, in which the testator disinherited his children: *tutor* a person appointed by testament by law, or by the Prætor to educate an *impuber* & manage his property; *curator*, was a person selected by a minor to manage his estates; or one appointed by testament to manage the affairs of a lunatic: *sui juris*—an independent person: *possessio*—possession; *dominium* absolute property over a thing: and *peculium* the property which a son acquired by military service, or by grants from the Emperor.

VI. "From a *nudum pactum* no action arises" means that from a contract which is not based upon sufficient consideration or which does not involve a penalty upon non performance is not binding on both parties. Thus if a person promises to pay a third party in whom I have no interest, I can not compel him to perform the promise: if on the other hand he promised to pay me a certain sum in case of his not paying a particular person, I can have my right of action in case of his non compliance. "The act of God does no man harm." *i. e.* if the performance of a contract be prevented by unavoidable accidents, no one is to suffer for it. Thus if I undertake to build a house within a specified time, and bind myself to a pay a penalty if it is not done, and if by an earthquake, or lightning &c. I am prevented from fulfilling the contract, I am not bound to pay the penalty.

V. (*b*)—Among the Romans the property of a person who died intestate was divided among his descendants male as well as female. The sons and daughters, taking *in capite*, and if there be grandsons or granddaughters who became *sui juris* by the death of the intestate person, they took by representation. Among the Hindus, the property of an intestate person was divided equally between his sons: if no sons, between his grandsons if no grandsons between his great-grandsons: if no great-grandsons between his great-great-grandsons. After these the widow came in; if no widow; the daughters inherited together with this difference that those who were single succeeded first; next to them came those that were married, and lastly came those that were widows. After these the inheritance ascended. According to the English system the male descendants are prefered

before the female, & among the males the eldest succeeds to the real estate; but the personal estate after deducting one third from it for the widow is equally divided between the heir & the other descendants, who are equal in degree with him. If no widow the whole of the personalty is divided among the descendants. If no descendants, a moiety goes to the widow, and the remainder is distributed between the ascendants nearest in degree & their heirs.

IX. (*b*)—According to the English system, the natural duty of maintaining children is enforced by law. A father is bound to pay all the debts incurred by his children in supplying themselves with the necessaries of life.

No. 1939 OF 1859.

GENERAL DEPARTMENT.

Bombay Castle, 17th August 1859.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

THE ACTING CIVIL AUDITOR.

Letter from the Director of Public Instruction, No. 1578, *dated the* 1*st August* 1859 :

Submitting a Report on the Examination of the Law Classes for 1858-59.

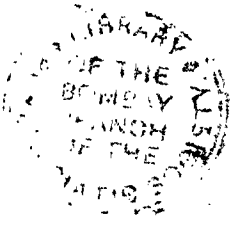
Resolution of Government on the above, dated 12*th August* 1859.

The Right Honorable the Governor in Council has perused this Report with much pleasure, containing, as it does, satisfactory evidence of progress on the part of the Law students.

The grant of the two prizes, of the value of Rupees (100) one hundred each, recommended in paragraph 16 of Mr. Howard's Report, is sanctioned.

(True copy)

(Signed) H. YOUNG,
Chief Secretary to Government.



APPENDIX [L].

REPORT OF THE GRANT MEDICAL COLLEGE FOR 1858-59.

ANNUAL REPORT

OF THE

GRANT MEDICAL COLLEGE,

BOMBAY.

THIRTEENTH YEAR.—SESSION 1858-59.

Bombay:
PRINTED AT THE EDUCATION SOCIETY'S PRESS.

1859.

CONTENTS.

PAGE

List of Professors 1
Annual Report 2

Appendices—

A.—Government Scholarships 12
B.—List of Candidates for Admission as Students into the Grant Medical College, and the Result of the Examinations held on the 22nd, 23rd, and 24th April 1859 13
C.—List of Students in Attendance in the Grant Medical College, during the Session 1858-59 14
D.—Course of Study in the Grant Medical College, during the Session 1858-59 16
E.—Abstract of Roll-Calls of Students for the Session 1858-59 20
F.—Statement of the Numbers attending the several Courses of Lectures 22
G.—Return of the Sick treated in the Clinical Medical Ward of the Jamsetjee Jejeebhoy Hospital in the Session of 1858-59, from the 15th June 1858 to 15th March 1859 23
Statement showing the Classes of Disease treated in the Jamsetjee Jejeebhoy Hospital, from 1st January to 31st December 1858 26
Note of the Principal Classes of Disease treated at the Jamsetjee Jejeebhoy Hospital Dispensary, from 1st January to 31st December 1858, arranged according to Sex 27
Total Number treated at the Dispensary, arranged according to Caste and Sex ..... ib.
H.—Register of Cases treated in the Clinical Surgical Ward, during the Session 1858-59 28
Table of Capital and Minor Operations performed in presence of or by the Students, during the Session 1858-59 31
I.—Cases treated in the Obstetric Institution, from 1st January to 31st December 1858 32

APPENDICES— PAGE

J.—Mode in which the Examination of Candidates and Students was conducted 33
Scheme of Grant College Examination, Session 1858-59 36
K.—Result of First Certificate Examination, Session 1858-59 38
L.—First Certificate Examination 39
M.—Report of the Final Examination of the Grant Medical College 41
Result of Diploma Examination, Session 1858-59.. 43
Diploma Examination 44
Copy of the Resolution of Government dated 28th April 1859 47
N.—Scholarships and Prizes open for competition at the close of the Session 1858-59 48
O.—Scholarships awarded to the Students of the Grant Medical College at the close of the Session 1858-59. 51
P.—Written Questions in Anatomy, Chemistry, Physiology, and Materia Medica, to the First and Second Year Students; and Medicine, Surgery, Midwifery, and Medical Jurisprudence to the Third and Fourth Year Students 54
Q.—Result of Examination of First Year Students, Session 1858-59 58
Result of Examination of Second Year Students, Session 1858-59 59
Result of Examination of Third Year Students, Session 1858-59 60
Result of Examination of Fourth Year Students, Session 1858-59 61
R.—Abstract of Sums paid to the Students of the Grant Medical College on account of Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1857-58 62

GRANT MEDICAL COLLEGE,

BOMBAY.

THIRTEENTH YEAR.—SESSION 1858–59.

PROFESSORS.

Principal, and Professor of Medicine	C. MOREHEAD, M.D., on other duty.
Acting Principal, and Professor of Medicine	J. PEET, M.D.
Professor of Chemistry and Botany	H. GIRAUD, M.D.
Professor of Materia Medica	R. HAINES, M.B., on other duty.
Acting Professor of Materia Medica	G. M. C. BIRDWOOD, M.D.
Professor of Surgery	G. R. BALLINGALL, M.D.
Professor of Medical Jurisprudence	W. CAMPBELL, M.D.
Acting Professor of Ophthalmic Surgery	H. J. CARTER, Esq.
Officiating Professor of Midwifery	C. C. MEAD, Esq.
Officiating Professor of Anatomy and Physiology, and Curator of the Museum	H. V. CARTER, M.D.

ANNUAL REPORT.

Opening of the Session.

THE Thirteenth Session of the College, which has now closed, was opened on the 15th of June 1858. The introductory address was delivered by Dr. Campbell, Professor of Medical Jurisprudence.

Change in the Office of Principal.

2. In the month of August, I received charge of the duties of Principal, and Professor of Medicine and Clinical Medicine, from Dr. Giraud.

Matriculation Examination.

3. The usual Matriculation Examination was held in the month of April last: seventeen candidates presented themselves. Of these, one Parsee, one Christian convert, one Mussulman, one Portuguese, and five Hindoos—nine in all—were found qualified.

Abolition of Stipends.

4. At this Examination, the practice which had been in operation from the establishment of the College, of awarding stipends to those Students who might make a declaration of poverty, was discontinued. The funds theretofore applied to that object have been re-distributed in the form of Scholarships and Exhibitions, to be awarded

after competitive examinations. By this change, whilst no portion of the funds has been withdrawn, the eleemosynary feature of the Institution has been in some measure removed, and at the same time sufficient encouragement continues to be afforded to really deserving young men, whose means are limited, to follow the medical profession. [*Appendix A.*]

Attendance of Students.

5. During the Session forty-four Students have attended the classes, viz. twenty-six Parsees, ten Hindoos, two Borahs, four Portuguese, one Mussulman, and one Christian convert. The exigencies of the Public Service have, up to the present time, prevented the re-formation of the class of Student-Apprentices which formerly existed in the College, and the temporary abolition of which was noticed in paragraph 9 of last year's Report; but it is believed that this very desirable object will not be delayed beyond the commencement of the next Session.

Number of Students.

6. Great prominence has, from time to time, been given to the circumstance of the absolute number of Students in the College being small; and this has been attributed by some to a want of taste on the part of the native community for the study of medicine. I am not prepared to deny, in reviewing the history of the College, that there will be found years in which the Students were by far too few in number; but it cannot, I think, be said that at the present time there is, in this respect, any great deficiency, due regard being had to the extent of the field for practical instruction. It was observed by Dr. Morehead in his Report for 1853-54, after an experience of seven years in teaching, that the clinical means of this school are sufficient for a roll of fifty Students; and that, if at any time this

number should be much increased, and the clinical means of instruction undergo no extension, the efficiency and usefulness of the Institution will begin very sensibly to decline. I would desire to be permitted to record my entire concurrence with these views.

7. During the Session now reported upon, there have been in regular attendance upon the classes forty-four Students, being only six less than the number fixed by Dr. Morehead, beyond which, this Medical School, in his opinion, is not at present capable of imparting a complete medical education.

Success of the Graduates.

8. But whilst attention has been, perhaps, too prominently drawn to the alleged paucity of Students, the success of the young men educated in this College, in gaining the confidence of their fellow-countrymen, has been kept somewhat in the back ground.

Importance of High Qualifications in the Graduates.

9. It is of comparatively little moment whether five or ten Graduates annually go forth to engage in the Practice of Medicine; but it is of the highest importance that every Graduate should be so educated as to inspire confidence in his professional skill and ability. Looking at the short period within which education, and more particularly medical education, has been in existence in this country, it should hardly be expected that high qualifications and large numbers can go together. The standard of qualification fixed for the Graduates of this College is high; whilst that standard is rigidly maintained, the number of Graduates cannot for some years be large, but so long as the services of each Graduate, from his high professional acquirements, continue to be eagerly sought

by his countrymen and liberally remunerated, a natural law must be reversed, if the complete success of the College is not ultimately insured.

Changes amongst the Professors.

10. Since the last Annual Report there have been several changes amongst the Professors. Dr. Lownds, the Professor of Anatomy and Physiology, having been appointed Surgeon to the Rajpootana Agency, has been succeeded by Dr. Carter, formerly Demonstrator of Anatomy at St. George's Hospital, London. Within the last few days Dr. Ballingall, the Professor of Surgery, has proceeded to England on leave, on private affairs; his chair has been filled by the nomination of Mr. Hunter.

Course of Study.

11. The course of study has been conducted in the manner fully detailed in former reports.

Good Conduct of the Students.

12. The conduct of the Students has been in every way irreproachable, and I cannot call to mind any Session, during the fourteen years of my connection with the College, in which there has been evinced more praiseworthy diligence and attention.

First Certificate Examination.

13. At the close of the Session twelve candidates presented themselves for First Examination Certificates. Of these nine were found qualified.

Final or Diploma Examination.

14. The Final Examination was conducted by Dr. Arbuckle, the Government Examiner, and three Assessors, viz. Drs. Winchester, Glasse,

and Woosnam. Four Students who, at the Final Examination of the last year, were remanded to their studies, passed a creditable examination. Seven Students, who had completed the prescribed course of study, were examined; five were declared to be qualified.

Number of Students Qualified.

15. As the result of this Examination, diplomas have been granted to nine Students.

Importance of Maintaining the Standard of Qualification.

16. The wise determination shown by the present Government Examiner and Assessors, at the close of the last Session, to maintain the high standard of qualification, which has from the first been introduced into this College, will, I am confident, exercise a very beneficial influence upon its future prospects.

Award of Scholarships.

17. Scholarships have been awarded for proficiency in the various subjects of study.

Names of Successful Competitors.

18. The successful competitors are:—Shaik Abdool Kurrim, Succaram Arjoon, L. P. DeRozario, Khaikhusro Rustomjee, Shantaram Wittul, Burjorjee Byramjee, Framjee Shapoorjee, Abdool Kurrim Lukmonjee, Nusserwanjee Dhunjeebhoy, Furdoonjee Byramjee, Dorabjee Hormusjee, J. N. Mendonça, Munchurjee Byramjee, Byramjee Nowrojee, Cowasjee Hormusjee, and Dossabhoy Pestonjee. [*Appendix O.*]

19. A prize, of the value of Rs. 100, presented by Sir H. Davison, late Chief Justice of Bombay, has been awarded to Furdoonjee Byramjee, for proficiency in Chemistry.

20. In the 7th paragraph of the Report of last Session, it is stated that "there were at that time within the College a large number of Students who have attained to higher degrees of proficiency in the several subjects of study than their predecessors had done for several preceding years." I am happy to be able to report that the Scholarship Examinations this year have satisfied us that there are now in the College many very promising Students who, I entertain no doubt, will, at a future period, do credit to the education they are receiving.

Proficiency of the Students.

21. The McLennan Scholarship, for great proficiency in the Principles and Practice of Midwifery, open to the Graduates of the year, has been awarded to Eduljee Nasserwanjee.

McLennan Scholarship.

22. The Sir Jamsetjee Prize of Rs. 250, for proficiency in Practical Medicine and Surgery, also open for competition to the Graduates of the Session, has been awarded to Burjorjee Framjee.

Sir Jamsetjee Prize.

23. The Sir Jamsetjee Gold Medal, of the value of £16, for proficiency in Practical Medical Jurisprudence, has been awarded to Eduljee Nasserwanjee.

Sir Jamsetjee Gold Medal.

This medal was founded by Sir Jamsetjee Jejeebhoy in the year 1857. Its presentation was recorded in the Report of the Session 1857-58.

The sum of Rs. 4,452 has been paid into the General Treasury, the interest of which, at 4 per cent., will annually provide a gold medal of the value of £16.

24. I hardly know how sufficiently to express our grateful sense of the interest shown by Sir Jamsetjee Jejeebhoy in the success of this College. Since its establishment in the year 1845, he has contributed in founding endowments for the encouragement of the Students, and in providing the means for practical instruction in one very important department, no less a sum than Rs. 49,452, and this is quite exclusive of a Lac and 60,000 Rupees which he had previously contributed towards the building and endowment of the Jamsetjee Jejeebhoy Hospital.

Interest shown by Sir Jamsetjee in the Success of the College.

Much as these pecuniary rewards have, undoubtedly, stimulated to application and diligence on the part of the Students, they have not been uninfluential upon their teachers. The generous sympathy with our efforts in the cause of medical education, which these munificent donations so plainly manifested, could not but have the effect of exciting us to increased labour and exertion.

25. The Museum has received some valuable preparations during the year. The principal contributors have been the Director General Medical Department, Drs. Colville, Turner, Buist, McKenzie, Bowie, Glasse, Hunter, Carter, Mead, Ballingall; the Revd. W. K. Fletcher, Messrs. Bhawoo Dajee, Atmaram Pandoorung, and Dheerajram Dulputram.

Museum.

26. The College is indebted to Dr. Ballingall for the donation of a valuable Collection of books, amounting to twenty-seven volumes.

Library.

27. The Grant College Medical Society has continued to hold its Monthly Meetings.

Grant College Society.

28. The usual Appendices, embodying all important details relative to the Proceedings of the Session, are annexed to the Report.

JOHN PEET, M.D., L. R. C. P. L.,
Acting Principal, Grant Medical College.

Bombay, April 1859.

APPENDICES

TO THE

ANNUAL REPORT OF THE GRANT MEDICAL COLLEGE.

THIRTEENTH YEAR.—SESSION 1868-69.

APPENDIX A.

GOVERNMENT SCHOLARSHIPS.

1. At the Matriculation Examination, five Government Scholarships, each of the value of Rs. 10 per mensem, will be annually offered for competition, and will be held by the successful competitors for a period of one year.

2. At the close of the Session, five Government Scholarships, each of the value of Rs. 10 per mensem, will be annually offered for competition to First Year Students, and will be held by the successful competitors for a period of one year.

3. Four Exhibitions, each of the value of Rs. 5 per mensem, to be held for a period of five years, will be annually allotted, under the orders of the Director of Public Instruction, to Pupils of the Mofussil English Schools.

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX B.

List of Candidates for Admission as Students into the Grant Medical College, and the Result of the Examinations held on the 22nd, 23rd, and 24th April 1859.

No.	Names.	Caste.	School where Educated.	Qualified or not.	Remarks.
1	L. P. DeRozario	Portuguese	Elphinstone College		
2	Succaram Arjoon	Sootar	Elphinstone Institution		
3	Lalloobhoy Nurotumdas	Bania	Surat Govt. English School		
4	Tukeram Bhagoba	Mahar Convert.	Free General Assembly Inst.		
5	Shaik Abdool Kurim	Mahomedan	Ditto ditto	Qualified.	
6	Shamrao Juggoonath	Purbhoo	Elphinstone Institution		
7	Bajaba Ramchundra	Caist Purbhoo	Poona College		Did not join.
8	Rustomjee Nasserwanjee	Parsee	Elphinstone Institution		
9	Nanabhoy Nuthuram	Brahmin	Ditto.		
10	J. B. DeSouza	Portuguese	Tanna Govt. English School		
11	Crustnath Balcrustna	Purbhoo	Elphinstone Institution		
12	Venayek Morojee	Ditto.	Ditto.		
13	Shewshunker Mullojee	Simpey	Free General Assembly Inst.	Not Qualified.	
14	S. S. Francis	Portuguese	Ditto ditto		
15	Jehangeer Hormasjee	Parsee	Elphinstone Institution		
16	Bhasker Gopinath	Pulsha	Free General Assembly Inst.		
17	Balcrustna Kessernath	Purbhoo	Purbhoo Seminary		

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX C.

List of Students in Attendance in the Grant Medical College, during the Session 1858-59.

No.	Names.	Race.	Age on Admission.	Native Town.	In what School Educated.	Date of Admission.	Remarks.
	Free.						
1	Bhicajee Amroot	Brahmin	18	Aukloas ..	Poona College	15th June 1853	Now a Graduate.
2	Wamon Wassoodave	Ditto	18	Poona	Ditto	Ditto.	Ditto.
3	Rustomjee Cawasjee	Parsee	21	Surat	Educated by Mr. Green..	Ditto.	Ditto.
4	A. P. DeAndrade	Portuguese ..	20	Goa	Free Church Institution..	Ditto.	Ditto.
5	Jejeebhoy Bazonjee	Parsee	18	Bombay ..	Elphinstone Institution..	15th June 1854	Ditto.
6	Ramchunder Narrayen....	Sonar	17	Ditto	Free Genl. Assembly Inst.	Ditto.	
7	J. N. Mendonça.....	Portuguese ..	17	Ditto	American Mission Inst.	15th June 1855	
8	Cawasjee Hormusjee	Parsee	17	Ditto	Elphinstone Institution..	Ditto.	
9	Rustomjee Hormusjee	Ditto	18	Ditto	Ditto ..	Ditto.	
10	Jamsetjee Byramjee	Ditto	18	Ditto	Elphinstone College	Ditto.	
11	Cawasjee Mendozjee	Ditto	17	Ditto	Elphinstone Institution..	Ditto.	Resigned.
12	Dadabhoy Jamasjee	Ditto	18	Ditto	Parsee Benevolent Inst..	Ditto.	
13	Nanabhoy Eduljee.....	Ditto	19	Ditto	Elphinstone College	15th June 1856.	
14	P. A. D. Nazareth.....	Portuguese ..	19	Goa	Poona Free Church Inst.	Ditto.	
15	Abdool Kurrim Luckmonjee	Borah	17	Bombay ..	Elphinstone Institution..	Ditto.	
16	Ambaram Kavelram	Bania	19	Surat	Elphinstone College	Ditto.	
17	Pestonjee Nowrojee	Parsee	19	Bombay ..	Elphinstone Institution..	Ditto.	
18	Kaikhusro Rustomjee	Ditto	18	Ditto	Ditto ..	15th June 1857	
19	Shantaram Wittul	Shenvi	19	Ditto	Elphinstone College	Ditto.	
20	L. P. DeRozario	Portuguese ..	20	Ditto	Ditto ..	15th June 1858	

21	Succaram Arjoon	Sootar	18	Ditto ..	Elphinstone Institution..	Ditto.	
22	Lulloobhoy Nurrotumdas ..	Bania	18	Surat	Surat Govt. Eng. School.	Ditto.	
23	Tukeram Bhagoba.....	MaharConvert	20	Nuggur ..	Free Genl. Assembly Inst.	Ditto.	
24	Shaik Abdool Kurim.....	Mahomedan..	20	Bombay ..	Ditto ..	Ditto.	
25	Shamrao Juggonnath	Purbhoo	18	Ditto ..	Elphinstone Institution..	Ditto.	
26	Rustomjee Nesserwanjee ..	Parsee.....	18	Ditto ..	Ditto ..	Ditto.	Resigned.
27	Nanabhoy Nathuram.....	Brahmin	19	Ahmedabad	Ditto ..	Ditto.	
	Stipendiary.						
28	Eduljee Nesserwanjee	Parsee	17	Bombay ..	Elphinstone Institution..	15th June 1854	Now a Graduate.
29	Hurry Vishnoo	Brahmin	17	Rutnagherry..	Ditto ..	Ditto.	
30	Burjorjee Framjee.....	Parsee	17	Bombay ..	Ditto ..	Ditto.	Now a Graduate.
31	Pestonjee Muncherjee	Ditto	18	Ditto ..	Parsee Benevolent Inst..	Ditto.	
32	Pestonjee Bomonjee.....	Ditto	19	Surat	Ditto	Ditto.	Now a Graduate.
33	Manockjee Aderjee	Ditto	18	Bombay ..	Elphinstone Institution..	Ditto.	Ditto.
34	Dossabhoy Pestonjee.....	Ditto	17	Broach ..	Broach Govt. Eng. School	15th June 1855	
35	Heerajee Eduljee	Ditto	18	Bombay ..	Elphinstone Institution..	Ditto.	
36	Muncherjee Byramjee	Ditto	19	Ditto	Elphinstone College	Ditto.	
37	Byramjee Nowrojee	Ditto	18	Ditto	Elphinstone Institution..	Ditto.	
38	Saifoodin Sumsoodin.....	Borah	17	Ditto	Ditto ..	Ditto.	
39	Nesserwanjee Dhunjeebhoy.	Parsee	19	Surat	Elphinstone College	15th June 1856	
40	Dorabjee Hormusjee	Ditto	19	Ditto	Elphinstone Institution..	Ditto.	
41	Framjee Shapoorjee	Ditto	19	Bombay ..	Ditto ..	Ditto.	
42	Furdoonjee Byramjee	Ditto	19	Ditto ..	Elphinstone College	Ditto.	
43	Nesserwanjee Jehangeerjee..	Ditto	18	Ditto ..	Elphinstone Institution..	15th June 1857	
44	Burjorjee Byramjee	Ditto	17	Ditto ..	Ditto ..	Ditto.	

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX D.

GRANT MEDICAL COLLEGE.

SESSION 1858-59.

SUMMER TERM.

From 15th June to 1st November.

LECTURES.

On Tuesday the 15th June, the Introductory Lecture will be delivered by Dr. Campbell, at 11 o'clock.

Anatomy. *Dr. H. V. Carter*	Monday, Wednesday, Saturday	at 1 P. M.
Chemistry. *Dr. H. Giraud*	Tuesday, Thursday	at 12 o'clock.
Physiology. *Dr. H. V. Carter*	Tuesday	at 2 P. M.
Materia Medica. *Dr. G. C. M. Birdwood*	Monday, Wednesday	at 11 A. M.
Botany. *Dr. H. Giraud*	Monday, Wednesday	at 12 o'clock.
Principles and Practice of Medicine. *Dr. H. Giraud*	Monday, Wednesday, Friday	at 2 P. M.
Surgery. *Dr. G. Ballingall*	Tuesday, Thursday, Friday	at 1 P. M.
Ophthalmic Surgery. *Dr. H. J. Carter*	Friday	at 11 A. M.

MIDWIFERY. *Dr. C. C. Mead*	Monday, Wednesday	at 3 P. M.
MEDICAL JURISPRUDENCE. *Dr. W. Campbell*	Tuesday, Thursday	at 3 P. M.
CLINICAL SURGERY. *Dr. G. Ballingall*	Thursday	at 11 A. M.
CLINICAL MEDICINE. *Dr. H. Giraud*	Tuesday	at 11 A. M.
PRACTICAL CHEMISTRY. *Dr. H. Giraud*	Friday	from 11 to 1 o'clock.
OPERATIVE SURGERY. *Dr. G. Ballingall*	Tuesday, Friday	at 12 o'clock.

HOSPITAL ATTENDANCE.

Clinical Medical Ward	Daily, at 7 A. M.
Clinical Surgical Ward	Do. at 8 A. M.
Clinical Midwifery Ward	Do. at 4 P. M.
Dispensary Practice	Do. at 8 A. M.

The First and Second Year Students will attend the Hospital daily, at 7 A. M., in rotation, for periods of two months, and will be engaged in compounding and dispensing Medicine.

EXAMINATIONS.

ANATOMY	Friday, at 3 P. M.
CHEMISTRY	Saturday, at 11 A. M.
MATERIA MEDICA	Saturday, at 3 P. M.
BOTANY	Saturday, at 12 o'clock.
PHYSIOLOGY	Thursday, at 2 P. M.
SURGERY	Wednesday, at 12 o'clock.
OPHTHALMIC SURGERY	Saturday, at 11 A. M.
MEDICINE	Saturday, at 2 P. M.
MEDICAL JURISPRUDENCE	Saturday, at 3 P. M.
MIDWIFERY	Friday, at 3 P. M.

During the hours when not engaged in the Lecture-room, the Students will be occupied in reading and note-taking in the Reading-room.

WINTER TERM.

From 1st November to 15th March.

The Lectures and Examinations will be on the same days and at the same hours as during the *Summer Term*, with the exception that there will not be any Lectures upon Ophthalmic Surgery and Botany, those subjects being finished in the *Summer Term*. Practical Toxicology will be taught in the Laboratory every Monday, from 11 o'clock to 1 o'clock.

PRACTICAL ANATOMY.

The Dissecting Season will be from the 1st November to the 15th March.

1. Each *Junior* Student will be expected to study, practically, during this period, under the superintendence of the Professor of Anatomy and his Assistant, the Anatomy of the Ligaments, Muscles, and the principal Blood-vessels and Nerves.

2. Each *Senior* Student who has not passed the First Certificate Examination will, in like manner, be expected to examine *fully* and *carefully* the Anatomy of the Arteries, Nerves, Viscera, and the more important Surgical regions.

3. Fourth, Fifth, and Sixth Year Students will be expected to study, under the superintendence of the Professor of Surgery, the various Surgical regions, and to connect with such examination the performance of Surgical operations.

4. To ensure a compliance with these Regulations, a Register will be regularly kept by the Professors of Anatomy and Surgery, according to a prescribed form. These Registers will be laid before the Examiners at the First Certificate and Final Examinations.

5. A Roll will be called in the Dissecting-room at 11 o'clock, 2 o'clock, and 4 o'clock.

6. During the Winter Season, the Second and Third Year Students will only attend those Examinations in Anatomy and Physiology which are held on Thursday and Friday.

ROLL-CALL.

The College hours are from 10 A. M. to 4 P. M. A Roll-call will take place before the commencement of each Lecture and Examination, as well as in the Clinical Wards.

From the 15th March to the 15th April the Examinations will be held for Diplomas, Honours, and the classification of the Students.

Order of the Lectures and Examinations during the Day.

	11 to 12 A. M.	12 to 1 P. M.	1 to 2 P. M.	2 to 3 P. M.	3 to 4 P. M.
MONDAY.	Materia Medica.	Botany.	Anatomy.	Medicine.	Midwifery.
TUESDAY.	Clinical Medicine.	Operative Surgery. Chemistry.	Surgery.	Physiology.	Medical Jurisprudence.
WEDNESDAY	Materia Medica.	Botany. Examination Surgery.	Anatomy.	Medicine.	Midwifery.
THURSDAY.	Clinical Surgery.	Chemistry.	Surgery.	Examination Physiology.	Medical Jurisprudence.
FRIDAY.	Practical Chemistry. Ophthalmic Surgery.	Operative Surgery. Practical Chemistry.	Surgery.	Medicine.	Examination Anatomy. Examination Midwifery.
SATURDAY.	Examination Chemistry. Examination Ophthalmic Surgery.	Examination Botany.	Anatomy.	Examination Medicine.	Examination Medical Jurisprudence. Examination Materia Medica.

HERBERT GIRAUD, M.D.,
Acting Principal.

APPENDIX E.

Abstract of Roll-Calls of Students for the Session 1858-59.

Names.	Absent.	Leave.	Sick.	Total.	No. of Roll-Call.
Bhickajee Amroot	3	..	51	54	
Wamon Wassoodave	1	..	54	55	1478
A. P. DeAndrade	..	..	..	..	
Rustomjee Cowasjee	6	9	26	41	
Eduljee Nasserwanjee	1	8	38	47	
Manockjee Aderjee	3	6	47	56	
Burjorjee Framjee	..	..	13	13	
Pestonjee Bomanjee	14	8	43	65	1575
Jejeebhoy Bazunjee	..	4	138	142	
Hurry Vishnoo	1	4	184	189	
Ramchundra Narrayen	8	11	146	165	
Pestonjee Muncherjee	5	..	52	57	
Muncherjee Byramjee	1	16	..	17	
Byramjee Nowrojee	2	..	52	54	
J. N. Mendonça	2	82	91	175	
Dossabhoy Pestonjee	2	..	48	50	
Saifoodin Sumsoodin	Absent.				1398
Cowasjee Hormasjee	..	..	..	..	
Heerajee Eduljee	3	1	40	44	
Dadabhoy Jamasjee	59	1	81	141	
Rustomjee Hormasjee	..	..	3	3	
Jamsetjee Byramjee	71	..	429	450	
Nusserwanjee Dhunjeebhoy	..	..	..	..	
Furdoonjee Byramjee	..	4	2	6	
Dorabjee Hormasjee	..	..	12	12	
Abdool Kurim Lukmonjee	5	1	62	68	

Names.	Absent.	Leave.	Sick.	Total.	No of Roll-Call.
Ambaram Kevelram	13	..	110	123	1829
Framjee Shapoorjee.....	..	..	3	3	
Pestonjee Nowrojee.....	..	..	44	44	
Nanabhoy Eduljee	2	..	76	78	
P. A. D. Nazareth	Absent.				
Shantaram Wittul	1	..	23	24	
Kaikhusro Rustomjee.....	..	..	23	23	1233
Burjorjee Byramjee.....	..	..	23	23	
Nasserwanjee Jehangerjee	5	..	48	53	
L. P. DeRozario	..	..	5	5	
Succaram Arjun	..	..	..	..	
Lalloobhoy Nurotumdas.....	3	..	72	75	
Tukaram Bhagoba	..	..	..	..	778
Shaik Abdool Kurrim.....	..	..	..	..	
Shamrow Juggoonath.....	..	..	4	4	
Nanabhoy Nuthuram	..	..	10	10	

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX F.

Statement of the Numbers attending the several Courses of Lectures.

Anatomy	20
Chemistry	20
Materia Medica	13
Physiology	13
Principles and Practice of Medicine	31
Surgery	31
Midwifery	22
Medical Jurisprudence	22
Ophthalmic Surgery	22

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX G.

Return of the Sick treated in the Clinical Medical Ward of the Jamsetjee Jejeebhoy Hospital in the Session of 1858-59, *from* 15*th June* 1858 *to* 15*th March* 1859.

Names of Diseases.			Number Admitted.	Number Discharged.	Died.	Total.	Remarks.
Fevers	Febricula		1	1	..	..	
						1	
	Intermittent	Quotidian	57	57	..	..	
		„ Enlarged Spleen	3	3	..	..	
		„ c. Bronchitis	4	4	..	..	
		„ Acute Hepatitis	1	1	..	..	
		„ Phthisis	1	1	..	..	
		„ Jaundice	3	3	..	..	
		„ Pneumonia	3	3	..	..	
		„ Acute Dysentery	3	1	2	..	
		Tertian	5	5	..	..	
						80	
	Remittent	Simple	16	13	3	..	
		„ c. Pneumonia	4	4	..	..	
		„ „ Dysentery	1	..	1	..	
		„ „ Head Symptoms	1	1	..	..	
		„ Bronchitis	5	5	..	..	
						27	

Names of Diseases.		Number Admitted.	Number Discharged.	Died.	Total.	Remarks.
Abdominal Diseases ..	Chronic Peritonitis	1	1	..	..	
	Hepatitis	2	2	..	..	
	Hepatic Abscess	5	1	4	..	
	Diarrhœa	1	1	..	..	
	Acute Dysentery	14	12	2	..	
	Chronic Dysentery	2	2	..	..	
	„ „ with Dropsy	2	2	..	..	
	Tænia	1	1	..	..	
	Bright's Disease	7	5	2	..	
	Gastro-Enteritis	3	2	1	..	
	Dyspepsia	1	1	..	..	
	Enteritis	2	1	1	..	
					41	
Thoracic Diseases	Pneumonia	22	20	2	..	
	Pleuritis	4	4	...	..	
	„ c. Bronchitis	5	5	..	..	
	Pleuro-Pneumonia	1	..	1	..	
	Phthisis	9	6	3	..	
	Hæmoptysis	1	1	..	..	
	Asthma and Emphysema	2	2	..	..	
	Diseases of the Heart and Valves, Aortic and Mitral	5	4	1	..	
					49	

Diseases of the Nervous System	Hemiplegia	5	4	1	..
	Paraplegia	1	1	..	..
	Idiopathic Tetanus	2	1	1	..
	Traumatic ditto	1	..	1	..
	Delirium Tremens	3	3	..	..
					12
Other Diseases	General Anæmia	1	1	..	..
	„ Dropsy	3	2	1	..
	Ascites	3	3	..	..
	Rheumatism	6	1	..	..
	Scorbutus	1	1	..	..
	Stomatitis Mercurialis	1	1	..	..
	Anæmia	1	1	..	..
	Hæmorrhois	1	1	..	..
					17
	Total	..	..	..	226

John Peet, M.D.,
Acting Professor of Medicine.

Statement showing the Classes of Disease treated in the Jamsetjee Jejeebhoy Hospital, from 1st January to 31st December 1858.

	Males.							Females.							Total.						
	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Total.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Total.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.	Total.
I. Fevers	36	703	739	661	58	20	739	7	95	102	83	14	5	102	43	798	841	744	72	25	841
II. Eruptive Fevers	1	62	63	39	23	2	63	..	19	19	8	10	1	19	1	81	82	46	33	3	82
III. Epidemic Diseases	..	5	5	5	..	..	5	..	..	..	..	..	..	..	..	5	5	5	..	..	5
IV. Diseases of the Nervous System	9	222	231	180	41	10	231	3	76	79	66	11	2	79	12	298	310	246	52	12	310
V. Diseases of the Air Passages and Lungs	8	189	197	126	64	13	197	4	66	70	36	28	6	70	12	255	267	156	92	19	267
VI. Diseases of the Heart and Vascular System	1	7	8	4	2	2	8	..	1	1	1	..	..	1	1	8	9	5	2	2	9
VII. Diseases of the Liver and Spleen	3	58	61	39	20	2	61	1	7	8	6	2	..	8	4	65	69	45	22	2	69
VIII. Diseases of the Stomach and Bowels	32	508	540	289	230	21	540	11	156	167	84	79	4	167	43	664	707	373	309	25	707
IX. Diseases of the Ear, Nose, Mouth, and Fauces	1	9	10	8	2	..	10	..	5	5	4	1	..	5	1	14	15	12	3	..	15
X. Diseases of the Eye	1	64	65	63	..	2	65		31	31	29	..	2	31	1	95	96	92	..	4	96
XI. Diseases of the Integumentary Tissues	48	461	509	446	29	34	509		45	47	39	5	3	47	50	506	556	485	34	37	556
XII. Diseases of the Bones and Joints	3	15	18	15	..	3	18		7	7	5	1	1	7	3	22	25	20	1	4	25
XIII. Diseases of the Urinary and Reproductive Organs	18	253	271	244	6	21	271		77	82	74	1	7	82	23	330	353	318	7	28	353
XIV. Diseases of the Rectum and Anus	..	17	17	17	..	..	17		2	2	1	..	1	7	..	19	19	18	..	1	19
XV. Diseases of the General System	38	514	552	447	52	53	552		115	123	108	8	7	123	48	627	675	555	60	60	675
XVI. Dropsies	3	43	46	25	17	4	46		11	13	7	6	..	13	5	54	59	32	23	4	59
XVII. Entozoa	2	77	79	72	..	7	79		11	11	10	..	1	11	2	88	90	82	..	8	90
XVIII. Tumours	1	11	12	11	1	..	12		5	5	3	2	..	5	1	16	17	14	3	..	17
XIX. Fractures, Dislocations, Wounds, and Injuries	24	294	318	274	23	21	318	4	64	68	62	3	3	68	28	358	386	336	26	24	386
Total..	229	3512	3741	2958	568	215	3741	49	791	840	626	171	43	840	278	4303	4581	3584	739	258	4518

John Peet, M.D.,
Acting Surgeon, Jamsetjee Jejeebhoy Hospital.

Note of the Principal Classes of Disease treated at the Jamsetjee Jejeebhoy Hospital Dispensary, from 1*st January to* 31*st December* 1858, *arranged according to Sex.*

Diseases.	Males.	Females.	Children.	Total.
Fevers	1,209	254	280	1,743
Affections of the Stomach and Bowels	875	399	749	2,023
Affections of the Air-Passages	451	209	498	1,158
Rheumatic Affections	644	434	50	1,129
Venereal Affections and Gonorrhœa	1,198	46	2	1,246
Skin Diseases	1,465	236	523	2,224
Uterine Diseases	..	177	..	177

Total Number treated at the Dispensary, arranged according to Caste and Sex.

Caste.	Males.	Females and Children.
Christians	801	536
Mussulmans	3,230	1,525
Hindoos	3,595	1,530
Parsees	994	1,767
Total	8,620	5,358
Grand Total	13,978	

JOHN PEET, M.D.,
Acting Surgeon, Jamsetjee JejeebhoyHospital.

APPENDIX H.

Register of Cases treated in the Clinical Surgical Ward, during the Session 1858-59.

Diseases.		Admitted.	Discharged.	Died.	Remarks.
Abscess		7	7	..	
Aneurism of Femoral Artery		1	1	..	Compression—Cure.
Burn		1	1	..	
Cancer of Tongue		1	1	..	
Carbuncle		1	1	..	
Cicatrix of Burn, with Contraction		2	2	..	
Contusion		3	3	..	
Diseases of Bones	Caries	2	2	..	Amputation of Fore-arm in one.
	Necrosis	3	3	..	
Diseases of Joints	Scrofulous Disease of Elbow	2	2	..	
	Synovitis	1	1	..	
Diseases of Rectum and Anus	Fissure of Anus	1	1	..	
	Fistula in Ano	1	1	..	
	Hœmorrhoids, Internal	1	1	..	
	Prolapsus Ani	1	1	..	

Diseases of Urinary and Genital Organs	Calculus, Urethral	1	1	..		Extensive extravasation—Excision—Cure.
	,, Vesical	5	5	..		Lateral Lithotomy in all.
	Fistula Urinary	1	1	..		Urethra obliterated by a wound.
	Fungus Testis	2	2	..		Castration in one.
	Gonorrhœa	4	4	..		
	Hæmatocele	2	1	1	*a*	Castration in both; (*a*) death from dysentery and sloughing.
	Hypertrophy of Scrotum	3	2	1	*b*	(*b*) Removal, died of shock.
	Orchitis	3	3	..		
	Retention of Urine	1	1	..		
	Stricture of Urethra	3	3	..		Perinneal section in one.
	Warts	1	1	..		
Fractures	Simple — Of Skull	1	..	1		Effusion at base.
	Nasal Bones	1	1	..		
	Clavicle	1	1	..		Fibula also broken.
	Scapula	2	2	..		
	Humerus	3	2	1	*c*	(*c*) Ribs also fractured, death from shock.
	Fore-arm	4	4	..		
	Ribs	2	2	..		
	Femur	4	4	..		In one case both fore-arms fractured.
	Leg	3	3	..		
	Compound & Compound Comminuted — Of Skull	1	..	1		Depressed fracture—Elevation.
	Humerus	2	1	1	*d e*	(*d*) Amputation primary; (*e*) died of shock.
	Hand	9	9	..		Amputation at wrist in one, partial amputation in several.
	Femur	1	..	1		Also compound fracture of arm and of the other leg.
	Leg	2	2	..		
	Foot	1	1	..		Amputation at ankle.
	Lower Jaw	1	1	...		

Diseases.		Admitted.	Discharged.	Died.	Remarks.
Gangrene of Foot		1	1	..	Amputation of leg.
Hare-lip		1	1	..	Operation—Cure.
Hernia, Strangulated Inguinal		1	..	1	Operation.
Laryngitis Chronic		2	2	..	Tracheotomy in both patients, discharged wearing tube.
Lupus		1	1	..	
Scrofulous Enlargement of Glands		1	1	..	
Syphilis	Primary	15	15	..	
	Secondary	13	13	..	
Tumours	Encysted	1	1	..	Hydrocele of neck, Iodine injection—Cure.
	Fibrous	1	1	..	Removal.
	Malignant	3	3	..	
	Molluscum	1	1	..	Removal of the largest tumour.
Ulcers		2	2	..	One from frost-bite of feet; both legs amputated.
Wounds	Contused and lacerated	8	8	..	
	Incised	4	4	..	
	Penetrating of Abdomen	1	1	..	Protrusion of intestine; recovery, with Ventral Hernia.
Total		148	140	8	

G. R. BALLINGALL,
Professor of Surgery.

Table of Capital and Minor Operations performed in presence of or by the Students during the Session 1858-59.

Operations	No.
Amputation of Leg	2
Ditto of Arm	1
Ditto of Fore-arm	1
Ditto at Wrist	1
Ditto of Fingers and Toes	5
Lithotomy	5
Removal of Tumours	16
Ditto of Necrosed Bone	7
Ditto of Hypertrophied Scrotum	1
Ditto of ditto Labia	1
Ditto of Elongated Uvula	2
Ditto of Nails	2
Ditto of Urethral Calculus	3
Tapping Hydroceles	78
Ditto Cysts	5
Extracting Teeth	182
Passing Catheters and Sounds	102
Opening Abscesses and Sinuses	182
Division of Cicatrix of Burn	2
Ditto of Stricture of Urethra	1
Circumcision	14
Castration	3
Tracheotomy	2
Operation for Strangulated Hernia	1
Ditto Imperforate Anus	2
Ditto Hare-lip	1
Trephining	1
Ligaturing Tumours	2
Incisions	3
Total	628

G. R. BALLINGALL,
Professor of Surgery.

APPENDIX J.

Cases treated in the Obstetric Institution from 1*st January to* 31*st December* 1858.

Parturition, &c.		Caste.		Result to Mothers.		Result to Children.		Sex of Children.	
Natural Labours	9	Christians....	12	Died	1	Born alive ..	10	Males	8
Tedious and Instrumental.	2	Mussulmans..	7	Discharged ..	11	Born dead ..	2	Females ...	4
Preternatural Labours	1	Hindoos	5						
Abortions	8	Parsees.....	6						
Uterine Diseases	10								
Total..	30	Total..	30	Total..	12	Total..	12	Total..	12

(Signed) C. C. MEAD,
Professor of Midwifery.

APPENDIX J.

GRANT MEDICAL COLLEGE.

THE ANNUAL EXAMINATIONS at the Grant Medical College will commence on *Monday*, the 14th March, and be conducted in the following manner :—

I.—EXAMINATION OF CANDIDATES FOR "FIRST EXAMINATION" CERTIFICATES.

Monday, 14*th March*.—Practical Anatomy.
Tuesday, 15*th*.—Written examination in Anatomy and Physiology.
Wednesday, 16*th*.—Written examination in Chemistry.
Thursday, 17*th*.—Oral examination in Anatomy.
Friday, 18*th*.—Written examination in Materia Medica.
Monday, 21*st*.—Oral examination in Chemistry.
Tuesday, 22*nd*.—Oral examination in Materia Medica and Botany.
Wednesday, 23*rd*.—Oral examination in Physiology.
Thursday, 24*th*.—Practical Chemistry and Pharmacy.

II.—EXAMINATION OF CANDIDATES FOR THE DIPLOMA OF GRADUATE, CONDUCTED BY THE GOVERNMENT EXAMINER AND ASSESSORS.

Friday, 25*th March*.—Written examination in Medicine.
Saturday, 26*th*.—Written examination in Surgery.
Monday, 28*th*.—Practical Surgery.
Tuesday, 29*th*.—Oral examination in Medicine.
Thursday, 31*st*.—Oral examination in Surgery.
Friday, 1*st April*.—Written examination in Midwifery.
Saturday, 2*nd*.—Written examination in Medical Jurisprudence.
Tuesday, 5*th*.—Oral examination in Midwifery.

Thursday, 7th.—Oral and Practical examination in Medical Jurisprudence.

III.—Examination of College Students.

First and Second Year Students.

Tuesday, 15th March.—Written examination in Anatomy and Physiology.

Wednesday, 16th.—Written examination in Chemistry.

Friday, 18th.—Oral examination in Anatomy and Physiology.

Tuesday, 22nd.—Oral examination in Materia Medica and Botany.

Wednesday, 23rd.—Oral examination in Chemistry.

Thursday, 24th.—Practical Chemistry and Pharmacy.

Third and Fourth Year Students.

Friday, 25th March.—Written examination in Medicine and Surgery.

Saturday, 26th.—Oral examination in Medicine, Surgery, and Ophthalmic Surgery.

Saturday, 2nd April.—Oral examination in Midwifery and Medical Jurisprudence.

IV.—Examination for Scholarships and Prizes notified on 19th October 1858.

Fourth Year Students who have qualified for "First Examination" Certificates.—Carnac and Anderson Scholarships, on 25th March, in the Dissecting-room; 29th and 31st March, and 1st and 2nd April in the Clinical Wards.

Graduates.—Sir Jamsetjee Jejeebhoy Prize and Gold Medal, and McLennan Scholarship, on 8th, 9th, and 12th April.

John Peet, M.D.,
Acting Principal, Grant Medical College.

W. Arbuckle, M.D.,
Government Examiner.

Bombay, 7th March 1859.

SCHEME OF EXAMINATIONS.

Session 1858-59.

Dates.	"First Certificate" Examination.	Diploma Examiantion.
Mar.		
Monday 14	Practical Anatomy.....	
Tuesday 15	Anatomy and Physiology, W.	.....
Wednesday 16	Chemistry, W.	.....
Thursday..... 17	Anatomy, O.	.....
Friday 18	Materia Medica, W	.....
Monday 21	Chemistry, O.....	.....
Tuesday 22	Materia Medica & Botany, O.	.....
Wednesday 23	Physiology, O.	.....
Thursday..... 24	Practical Chemistry and Pharmacy.....	.....
Friday 25	.....	Medicine, W. .....
Saturday 26	.....	Surgery, W. .....
Monday 28	.....	Practical Surgery .....
Tuesday 29	.....	Medicine, O. .....
Thursday..... 31	.....	Surgery, O .....
Apr.		
Friday 1	.....	Midwifery, W.....
Saturday 2	.....	Medical Jurisprud., W...
Tuesday 5	.....	Midwifery, O.
Thursday..... 7	.....	Medical Jurisprudence, Oral and Practical.
Friday 8	.....	.....
Saturday 9	.....	.....
Tuesday 12	.....	.....

W.—Written Examination

Examination.—Session 1858-59.

College Students.		Scholarships and Prizes.	
1st and 2nd Year.	3rd and 4th Year.	Graduates.	4th Year Students.
Anatomy and Physiology, W.			
Chemistry, W.			
.....			
Anatomy and Physiology, O.			
.....			
Materia Medica and Botany, O.			
Chemistry, O.			
Practical Chemistry and Pharmacy.			
.....	Medicine and Surgery, W..	....	Carnac & Anderson, Dissecting-Room.
.....	Medicine, Surg., and Ophthal. Surgery, O.		
.....			
.....	.....	....	Carnac & Anderson, Clinical Wards.
.....	.....	....	Do. do.
.....	.....	....	Do. do.
.....	Midwifery, and Medical Jurisprudence, O.	....	Do. do.
.....	.....	Sir J. J. Prize and McLennan Scholarship.	
.....	.....	Do. do.	
.....	.....	Do. do.	

O.—Oral or *Vivâ Voce* Examination.

APPENDIX K.

Result of First Certificate Examination.—Session 1858-59.

No. of Years' Study.	Names.	Anatomy.	Physiology.	Materia Medica.	Botany.	Chemistry.	Practical Chemistry.	Practical Anatomy.	Practical Pharmacy.	Remarks.
5	Ramchundra Narrayen.....	Not Qualified.	Not qualified.	Qualified.	Qualified.	Not qualified.	Qualified.	Qualified.	Qualified.	Not qualified.
4	Rustomjee Hormusjee.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
4	Dadabhoy Jamasjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Jamsetjee Byramjee	Not Qualified.	Not qualified.	Qualified.	Not qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Not qualified.
3	Nasserwanjee Dhunjeebhoy ..	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Furdoonjee Byramjee.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Dorabjee Hormasjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Abdool Kurrim Lookmonjee...	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Ambaram Kevelram	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Framjee Shapoojee.....	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Pestonjee Nowrojee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
3	Nanabhoy Eduljee	Not Qualified.	Not qualified.	Not qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.	Not qualified.

JOHN PEET,
Acting Principal.

APPENDIX L.

FIRST CERTIFICATE EXAMINATION.

Anatomy.

Describe the parts met with in the Dissection of the right Inguinal Region; beginning at the Skin, and extending to the Peritoneum. Enumerate the Coverings of Inguinal Hernia, and state the chief anatomical distinctions of direct (internal) and oblique (external) Inguinal Hernia.

2. How is the Circle of Willis formed, and what parts at the base of the Brain are included within it?

3. Describe the Urinary Bladder in the Male subject.

Physiology.

1. Trace the Chyle from the Cavity of the small Intestine to its final destination.

2. What are the Functions of the Spinal Cord?

3. Describe the Action of the Heart, and state the causes which are supposed to give rise to the Sounds of the Heart.

H. V. Carter, M.D.,
Officiating Professor of Physiology.

Chemistry.

1. Give some examples of Latent and Specific Caloric; and explain them.

2. Explain, in a general way, the mutual relations of Magnetism, Frictional and Voltaic Electricity.

3. Explain the principles upon which the Metals may be arranged in groups for analytic distinction from each other.

4. Give an account of the Chemical relations of Ammonia, Ammonium, and Ammidogen.

HERBERT GIRAUD, M.D.,
Professor of Chemistry and Botany.

MATERIA MEDICA.

1 Name the officinal preparations of which Opium is a constituent, and state what dose of each is equal to one grain of that drug.

2. Compare and contrast the actions of Castor Oil, Senna, Rhubarb, Aloes, Jalap, Scammony, Colocynth, Gamboge, Croton Oil, and Elaterium.

3. In using Arsenic, Foxglove, Strychnine, what symptoms warn you to leave them off?

4. State the method of preparing Quinine, and the Chemical changes which occur in the Process.

GEORGE BIRDWOOD, M.D.,
Officiating Professor of Materia Medica.

Grant Medical College,
March 18th, 1859.

APPENDIX M.

Report of the Final Examination of the Grant Medical College.

To H. YOUNG, Esq.,

Chief Secretary to Government, General Department.

SIR,—The Final Diploma Examinations of the Students of the Grant Medical College having terminated on the 7th instant, I have the honour to submit a Report of the same for the information of Government and the Director of Public Instruction.

2. The Examinations were conducted, as in former years, with the aid of Drs. Winchester, Glasse, and Woosnam, as Assessors.

3. Eleven Candidates presented themselves for Examination, and the following nine were found qualified to receive the Diploma, viz. :—

Eduljee Nasserwanjee.	Manockjee Aderjee.
Burjorjee Framjee.	Rustomjee Cawasjee.
Bhicajee Amroot.	Pestonjee Bomanjee.
Wamon Wassoodave.	A. P. DeAndrade.

Jejeebhoy Bazonjee.

4. The final result of the Examinations this year is, therefore, a very gratifying one for me to communicate, and it has likewise given great satisfaction to the Assessors and myself to find, that in maintaining the high standard of qualification alluded to in last year's Report, the hopes of the Students have in no way been discouraged, but, on the contrary, they have been stimulated to increased exertion, as is proved by the unsuccessful

candidates of last year having now become qualified to receive, with credit, the Diplomas which it was previously found necessary to withhold.

5. Six of these Graduates, viz. :—

Eduljee Nasserwanjee,
Burjorjee Framjee,
Bhicajee Amroot,
Wamon Wassoodave,
Pestonjee Bomanjee,
A. P. DeAndrade,

having expressed their desire to enter the Government Service, I beg to submit, for the favourable consideration of Government, their being appointed Sub-Assistant Surgeons.

I have the honour to be, &c.

(Signed) W. ARBUCKLE,
Government Examiner.

Bombay, 12*th April* 1859.

Result of Diploma Examination.—Session 1858–59.

Names.	Medicine.	Surgery.	Midwifery.	Medical Jurisprudence.	Remarks.
Eduljee Nasserwanjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Burjorjee Framjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Bhicajee Amroot	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Wamon Wassoodave	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Manockjee Aderjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Rustomjee Cawasjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Pestonjee Bomanjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
A. P. DeAndrade	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Jejeebhoy Bazonjee	Qualified.	Qualified.	Qualified.	Qualified.	Qualified.
Pestonjee Munchurjee	Qualified.	Not qualified.	Not qualified.	Not qualified.	Not qualified.
Hurry Vishnoo	Not qualified.	Withdrawn.	.....	.....	Not qualified.

(Signed) W. Arbuckle,
Government Examiner.

DIPLOMA EXAMINATION.

Medicine.

1. What are the principal morbid conditions of the Urine, and how are they to be detected? Name the chief Diseases indicated by such morbid conditions.

2. Describe the Symptoms and Physical Signs of incipient and advanced Phthisis; the Treatment to be adopted in each.

3. State the Symptoms and Progress of a case of Hemiplegia from Cerebral Softening. Which are the Muscles usually affected; and to what Pathological changes is Hemiplegia due? Your Prognosis and Treatment to be observed in cases of Hemiplegia.

4. Describe the Symptoms of Acute Rheumatism. What Texture and what Organs are affected by the Disease? The Treatment to be adopted in Acute Rheumatism.

5. Describe the Symptoms, Causes, and Pathology of Scurvy; how they differ from those of Purpura. The Treatment to be observed in Scurvy.

March 25th, 1859.

Surgery.

1. Describe how Urinary Perineal Fistulæ are formed, their chief Causes, and the appropriate modes of Treatment.

2. Describe the distinctive character of Phlegmonous, Erysipelatous, and Diffuse Cellular Membranous Inflammation; the Treatment best adopted to each.

3. Describe the different forms of Chancre; state the course of Symptoms in Secondary and Tertiary Syphilis, and the Treatment to be observed.

4. Describe the Symptoms, Causes, and Treatment of Acute and Chronic Inflammation of the Lacrymal Sac. In opening the Sac, what would be your guide?

5. State the Symptoms and Treatment of Fracture of the Clavicle.

March 26th, 1859.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

1. What are the Symptoms of Pregnancy? Mention those on which you can with certainty rely; and state the Signs which indicate the death of the Child in Utero.

2. State the Diagnosis of a Breech Presentation, how it may be distinguished from Shoulder and Face Presentations; and describe the Treatment and mode of delivery to be adopted in Breech and Shoulder Presentations.

3. Describe what is meant by "Hourglass Contraction" of the Uterus, the dangers attending it, and the treatment.

4. State the more common causes of Menorrhagia, and the treatment to be adopted in this Disease.

5. State the Diagnosis of Chicken-Pox, Measles, and Scarlatina, and the Treatment of such Diseases.

April 1st, 1859.

MEDICAL JURISPRUDENCE.

1. In investigating a case of Infanticide, what are the proofs of the Child having been born alive? State those proofs in detail which would enable you to give a decided opinion before the Coroner.

2. State the Symptoms and *post-mortem* appearances in Acute Arsenical Poisoning, and how the Poison is to be detected by Chemical Analysis.

3. Describe the character of Wounds inflicted before and after death, and how Blood-stains may be recognised and distinguished from marks of iron rust and red dyes.

4. Describe the Symptoms and morbid appearance produced by Narcotic Poisoning, the Diseases with which such Poisoning may be confounded, and state; in detail, how they differ.

W. ARBUCKLE, M.D.,
Government Examiner.

April 2nd, 1858.

Copy of the Resolution of Government, dated 28th April 1859.

The Right Honorable the Governor in Council is much gratified at the result of the late Examination. The soundness of the decision arrived at to maintain the highest standard of qualifications is fully vindicated by the fact, that nine of the eleven candidates who presented themselves for Examination, have been found qualified to receive the Diploma. The unsuccessful result of last year may now be confidently attributed to temporary causes, the recurrence of which may be avoided for the future.

2. The six Graduates who have expressed their desire to enter the Government Service, should be appointed Sub-Assistant Surgeons, as recommended by Dr. Arbuckle in the last paragraph of his letter.

3. The thanks of Government should be communicated to Dr. Arbuckle, and to Drs. Winchester, Glasse, and Woosnam, who have aided him as Assessors.

4. A copy of Dr. Arbuckle's letter, and of its Resolution, should, as usual, be appended to the Annual Report of the Grant Medical College, which will be included in the General Educational Report of the Presidency.

APPENDIX N.

GRANT MEDICAL COLLEGE.

NOTIFICATION.

The following SCHOLARSHIPS and PRIZES will be OPEN for COMPETITION at the close of the Session 1858-59, viz. in the month of April 1859 :—

I.

To Fourth Year Students, who have passed for "First Examination Certificates."

A CARNAC Scholarship, of Rs. 15 monthly, for proficiency in conducting the duties of Clinical Clerk, and in knowledge of Practical Medicine and Pathology. The Examination will be conducted in the Clinical Ward and in the Dissecting-room.

An ANDERSON Scholarship, of Rs. 15 monthly, for proficiency in conducting the duties of Surgical Dresser, and in knowledge of Practical Surgery and Surgical Anatomy. The Examination will be conducted in the Clinical Surgical Ward, and in the Dissecting-room.

A FARISH Scholarship, of Rs. 15 monthly, for proficiency in the Principles and Practice of Medicine and Surgery.

A REID Scholarship, of Rs. 15 monthly, for proficiency in the Second Degree in Medicine and Surgery.

A CARNAC Scholarship, of Rs. 15 monthly, for proficiency in Midwifery and Medical Jurisprudence.

II.

To Third Year Students, who have qualified for "First Examination Certificates."

A FARISH Scholarship, of Rs. 15 monthly, for proficiency in Anatomy and Physiology. The Examination will be partly conducted in the Dissecting-room.

A CARNAC Scholarship, of Rs. 10 monthly, for proficiency in the Second Degree in Anatomy and Physiology. The Examination will be partly conducted in the Dissecting-room.

A FARISH Scholarship, of Rs. 15 monthly, for proficiency in Materia Medica and Practical Pharmacy. The Examination will be partly conducted in the Hospital Dispensary.

A CARNAC Scholarship, of Rs. 15 monthly, for proficiency in Chemistry.

AN ANDERSON Scholarship, of Rs. 15 monthly, for proficiency in Practical Chemistry.

III.

To Second Year Students.

AN ANDERSON Scholarship, of Rs. 15 monthly, for proficiency in Anatomy and Physiology.

AN ANDERSON Scholarship, of Rs. 15 monthly, for proficiency in Chemistry, Theoretical and Practical.

A FARISH Scholarship, of Rs. 15 monthly, for proficiency in Materia Medica and Practical Pharmacy.

A REID Scholarship, of Rs. 15 monthly, for proficiency in Practical Chemistry.

IV.

To First Year Students.

1. GOVERNMENT Scholarship, of Rs. 10 monthly, for proficiency in Anatomy.

2. GOVERNMENT Scholarship, of Rs. 10 monthly, for proficiency in Chemistry.

3. GOVERNMENT Scholarship, of Rs. 10 monthly, for proficiency in Second Degree in Anatomy.

4. GOVERNMENT Scholarship, of Rs. 10 monthly, for proficiency in Second Degree in Chemistry.

5. GOVERNMENT Scholarship, of Rs. 10 monthly, for proficiency in the Subjects of Study during the Session.

SIR JAMSETJEE JEJEEBHOY'S Medical Prize of Rs. 250, open for competition to the Graduates of the Session, will be awarded for proficiency in Practical Medicine and Surgery.

SIR JAMSETJEE JEJEEBHOY'S Gold Medal, open for competition to the Graduates of the Session, will be awarded for proficiency in Medical Jurisprudence.

The MCLENNAN Scholarship, of Rs. 25 monthly, with a Silver Prize Medal, open for competition to the Graduates of the Session, will be awarded for great proficiency in the Principles and Practice of Midwifery.

The Examinations for these Prizes and Scholarships will be conducted, after the close of the Diploma Examinations, by the Principal, and Professor of Medicine, Surgery, Midwifery, and Medical Jurisprudence, chiefly in the Clinical Ward of the Hospital, and in the Dissecting-room.

Graduates desirous of competing are required to intimate their intention to the Principal of the College after the termination of the Diploma Examination.

(Signed) JOHN PEET,
Acting Principal, Grant Medical College.

Bombay, Grant Medical College,
19*th October* 1858.

E. I. HOWARD,
Director of Public Instruction.

APPENDIX O.

Scholarships awarded to the Students of the Grant Medical College at the close of the Session 1858-59.

FIRST YEAR STUDENTS.

A GOVERNMENT SCHOLARSHIP, of Rs. 10 monthly, for proficiency in the Subjects of Study during the Session, to *Shaik Abdool Kurrim.*

A GOVERNMENT SCHOLARSHIP, of Rs. 10 monthly, for proficiency in Chemistry, to *Shaik Abdool Kurrim;* but as he already holds a Scholarship, this will pass to the next in proficiency, viz. to *Succaram Arjoon.*

A GOVERNMENT SCHOLARSHIP, of Rs. 10 monthly, for proficiency in Anatomy, also to *Shaik Abdool Kurrim;* but as he holds a Scholarship, this will pass to the next in proficiency, viz. to *L. P. DeRozario.*

Two other GOVERNMENT SCHOLARSHIPS, for proficiency in the 2nd Degree in Anatomy and Chemistry, have not been awarded, the standard fixed not having been reached.

SECOND YEAR STUDENTS.

AN ANDERSON SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Anatomy and Physiology, to *Khaikhusroo Rustomjee.*

AN ANDERSON SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Chemistry, Theoretical and Practical, also to *Khaikhusroo Rustomjee;* but as he holds a Scholarship, it will pass to *Shantaram Wittul.*

A FARISH SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Materia Medica and Practical Pharmacy, to *Burjorjee Byramjee.*

A CARNAC SCHOLARSHIP, of Rs. 10 monthly, for proficiency in Practical Chemistry, has been awarded to *Burjorjee Byramjee;* but as he holds a Scholarship, it should pass to the next Student who does not hold a Scholarship. This is *Nasserwanjee Jehangeerjee,* but as this Student does not come up to the prescribed Standard, the Scholarship has not been awarded.

THIRD YEAR STUDENTS.

A FARISH SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Anatomy and Physiology, to *Framjee Shapoorjee.*

A CARNAC SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Chemistry, to *Abdool Kurrim Lukmonjee.*

A FARISH SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Materia Medica and Practical Pharmacy, to *Nasserwanjee Dhunjeebhoy.*

A REID SCHOLARSHIP, of Rs. 15 monthly, for proficiency in Practical Chemistry, to *Furdoonjee Byramjee.*

AN ANDERSON SCHOLARSHIP, of Rs. 15 monthly, for the 2nd Degree of proficiency in Anatomy and Physiology, to *Dorabjee Hormasjee.*

FOURTH YEAR STUDENTS.

A CARNAC SCHOLARSHIP, of Rs. 15 monthly, for proficiency in conducting the duties of Clinical Clerk, and in knowledge of Practical Medicine and Pathology, to *J. N. Mendonça.*

AN ANDERSON SCHOLARSHIP, of Rs. 15 monthly, for proficiency in conducting the duties of Surgical Dresser, and in knowledge of Practical Surgery and Surgical Anatomy, to *Muncherjee Byramjee.*

A FARISH SCHOLARSHIP, of Rs. 15 monthly, for proficiency in the Principles and Practice of Medicine and Surgery, to *J. N. Mendonça;* but as he holds a Scholarship, it will pass to the next in proficiency, *Muncherjee Byramjee,* but as he also holds a Scholarship it will pass, viz. to *Byramjee Nowrojee.*

A REID SCHOLARSHIP, of Rs. 15 monthly, for proficiency in the 2nd Degree in Medicine and Surgery, to *Cowasjee Hormasjee.*

A CARNAC SCHOLARSHIP, of Rs. 15 monthly, for proficiency

in Midwifery and Medical Jurisprudence, to *Muncherjee Byramjee;* but as he holds a Scholarship, it will pass to the next in proficiency, *J. N. Mendonça;* but as he also holds a Scholarship, it will pass, viz. to *Dossabhoy Pestonjee.*

THE SIR JAMSETJEE JEJEEBHOY MEDICAL PRIZE, of Rs. 250, for proficiency in Practical Medicine and Surgery, to *Burjorjee Framjee.*

THE MCLENNAN SCHOLARSHIP, of Rs. 25 monthly, with a Silver Prize Medal, for great proficiency in the Principles and Practice of Midwifery, to *Eduljee Nusserwanjee.*

THE SIR JAMSETJEE JEJEEBHOY GOLD MEDAL, for proficiency in Practical Medical Jurisprudence, to *Eduljee Nusserwanjee.*

JOHN PEET,
Acting Principal, Grant Medical College.

APPENDIX P.

Written Questions in Anatomy, Chemistry, Physiology, and Materia Medica, to First and Second Year Students; and Medicine, Surgery, Midwifery, and Medical Jurisprudence to the Third and Fourth Year Students.

FIRST YEAR'S STUDENTS.

Anatomy.

1. Describe the Frontal Bone.

2. Classify the Articulations, and state what movements Joints are capable of, giving illustrations.

3. How do you arrange the Muscles of the Leg? Give their Names and Attachments.

SECOND YEAR'S STUDENTS.

Anatomy.

1. Describe all the Muscles of the Thumb, mentioning their Actions, and the sources of their nervous influence.

2. Enumerate the parts seen in the Dissection of the Sole of the Foot.

3. The Course, Relations, and Branches (with their distribution) of the Axillary Artery.

Physiology.

1. The minute structure of Bone.

2. The microscopic appearances, and the general chemical composition, of nervous tissue. What functions do you attribute to Nerve-fibres, and Nerve-vesicles? Give your reasons.

3. What changes occur in the Air breathed, and in the Blood during respiration?

H. V. CARTER, M. D.,
Officiating Professor of Physiology.

FIRST YEAR'S STUDENTS.

Chemistry.

1. Give an example of Double Elective Affinity; explain it, and represent it in Symbols.

2. Give some examples of the Convection of Caloric, and explain them.

3. What are the leading qualities of Acids, Bases, and Salts? Give examples of each of these classes of Substances, and represent them in Symbols.

4. State the General Composition, and the leading qualities of the Saccharine and Amylaceous Substances.

SECOND YEAR'S STUDENTS.

Chemistry.

1. Explain the Natural Formation of Dew, and the Phenomena of the Land and Sea Breezes.

2. State the Law of Equivalent Composition, and explain it by the Atomic Hypothesis.

3. How may Chlorine be prepared, and what are its Properties and Uses?

4. What is the Alcoholic Fermentation, and what are the Chemical changes that occur in it?

HERBERT GIRAUD, M.D.,
Professor of Chemistry and Botany.

SECOND YEAR'S STUDENTS.

Materia Medica.

1. Compare the Effects of Opium and *Churrus* (extract of Cannabis Sativa, *var* Indica.

2. What are the Constituents of—

a "Extractum Colocynthidis Compositum;

b "Liquor Arsenicalis;"

c "Liquor Hydrargyri Bichloridi?"

3. Compare and contrast the Actions of Tartar Emetic,

Sesquicarbonate of Ammonia, Sulphate of Zinc, Sulphate of Copper, Mustard and Ipecacuanha, as Emetics only.

4. Name the Officinal Solanaceæ.

GEORGE BIRDWOOD, M.D.,
Acting Professor of Materia Medica.

Grant Medical College,
March 18th, 1859.

THIRD YEAR STUDENTS.

Questions in Medicine.

1. Explain the state of the Blood and of the Capillary Vessels in congestion, determination of Blood, and inflammation.

2. Describe the several forms of Fever which are dependent upon local irritation.

3. State the circumstances which indicate, and those which contra-indicate the use of depleting measures in the treatment of acute diseases.

FOURTH YEAR STUDENTS.

1. Mention those diseases of the Chest, which, in some of their stages, are attended with dulness on percussion. State the distinctive physical signs between Pleuritis with effusion and the second stage of Pneumonia.

2. Describe the appearances found after death in cases of Dysentery.

3. What principles would guide you in the use of Mercury in the treatment of Acute Diseases?

JOHN PEET, M.D.,
Acting Professor of Medicine.

THIRD YEAR STUDENTS.

Questions in Surgery.

1. Describe the process of healing by Granulation and Cicatrisation.

2. What are the signs by which Hydrocele may be diagnosed from other Scrotal Tumours? Describe the radical treatment.

3. Describe the pathology and treatment of Carbuncle.

Fourth Year Students.

1. Explain the principles of treatment of wounds of large arteries.

2. State the conditions favourable to the performance of Lithotrity.

3. Describe the pathology and treatment of Fungus Testis.

G. R. BALLINGALL, Professor of Surgery.

QUESTIONS IN MIDWIFERY.

1. Describe the anatomy of the mature Grääfian Follicle from within outwards, and explain the changes which take place during ordinary or Virgin Ovulation.

2. Describe the movements of the Fœtal Head in its passage through the Pelvis, under the terms obliquity, rotation, flexion, extension, and restitution.

3. Mention the causes, symptoms, and treatment of Post-partum Hœmorrhages.

4. Explain the peculiarities of early Infancy with reference to respiration, circulation, and calorification, and their bearing on disease.

C. C. MEAD,

March 31*st*, 1859. Officiating Professor of Midwifery.

QUESTIONS IN MEDICAL JURISPRUDENCE.

1. Circumstances that modify the Medico-legal character of Wounds, and that vary the liability of the inflicter?

2. Differences in immediate and remote effects between Poisoning by Arsenious Acid and Corrosive Sublimate?

3. Principal forms of Mental Disease, and the more striking characters of each?

W. CAMPBELL, M.D.,

5*th April* 1859. Professor of Medical Jurisprudence.

APPENDIX Q.

Result of Examination of First Year Students.
Session 1858–59.

No.	Names.	Anatomy.	Chemistry.	Practical Pharmacy.	Total.*
1	Shaik Abdool Kurrim.....	1	1	3	5
2	L. P. De Rozario	2	3	1	6
	Succaram Arjoon	2	2	2	6
3	Lalloobhoy Nurotumdas ..	4	4	4	12
4	Shamrow Juggoonath	3	6	5	14
5	Tukaram Bhagoba	4	5	6	15
6	Nanabhoy Nuthuram	5	7	6	18

* The lowest number marks the greatest merit.

JOHN PEET, M.D.,
Acting Principal.

Result of Examination of Second Year Students.—Session 1858-59.

No.	Names.	Anatomy.	Physiology.	Chemistry.	Materia Medica.	Botany.	Practical Chemistry and Pharmacy.	Total.*
1	Kaikhusro Rustomjee.....	1	1	1	1	2	2	8
2	Shantaram Wittul	2	2	2	3	1	3	13
3	Burjorjee Byramjee.....	3	2	3	2	3	1	14
4	Nasserwanjee Jehangirjee	4	3	4	4	3	4	22

* The lowest number marks the greatest merit.

JOHN PEET, M.D.,
Acting Principal.

Result of Examination of Third Year Students.—Session 1858-59.

No.	Names.	Medicine.	Surgery.	Total.*	Remarks.
1	Framjee Shapoorjee	1	1	2	
2	Dorabjee Hormasjee	2	2	4	
* 3	Nusserwanjee Dhunjeebhoy	3	3	6	
	Abdool Kurrim Lukmonjee	3	3	6	
4	Furdoonjee Byramjee	4	4	8	
	Ambaram Kevelram	4	4	8	
5	Pestonjee Nowrojee	5	5	10	
6	Nanabhoy Eduljee	Absent.	Absent.		
	P. A. De Nazareth	Sick at Goa.			

* The lowest number marks the greatest merit.

JOHN PEET, M.D.,
Acting Principal.

Result of Examination of Fourth Year Students.—Session 1858-59.

No.	Names.	Medicine.	Surgery.	Midwifery.	Medical Jurispru-dence.	Total.*	Remarks.
1	Muncherjee Byramjee	2	1	1	2	6	
1	J. N. Mendonça	1	2	2	1	6	
2	Byramjee Nowrojee	3	4	4	4	14	
3	Dossabhoy Pestonjee.....	5	4	3	3	15	
4	Cowasjee Hormasjee.....	4	5	5	5	19	
5	Heerajee Eduljee	6	6	6	6	24	
6	Dadabhoy Jamasjee	Absent.	Absent.	Absent.	Absent.		
7	Rustomjee Hormasjee	Absent.	Absent.	Absent.	Absent.		
8	Jamsetjee Byramjee	Absent.	Absent.	Absent.	Absent.		
	Saifoodin Sumsoodin.....	Sick at Cambay.					

* The lowest number marks the greatest merit.

JOHN PEET, M.D.,
Acting Principal.

APPENDIX R.

Abstract of Sums paid to the Students of the Grant Medical College on account of Sir Jamsetjee Jejeebhoy Book Fund, for the Year 1857-58.

Names.	Amount.		
	Rs.	a.	p.
Eduljee Nasserwanjee	13	12	0
Manockjee Aderjee	17	10	0
Burjorjee Framjee	6	12	0
Pestonjee Bomanjee	3	12	0
Hurry Vishnoo	20	8	0
Pestonjee Muncherjee	3	8	0
Muncherjee Byramjee	35	4	0
Beiramjee Nowrojee	29	12	0
J. N. Mendonça	26	6	0
Dossabhoy Pestonjee	25	4	0
Cowasjee Hormasjee	33	10	0
Heerajee Eduljee	21	0	0
Dadabhoy Jamasjee	21	2	0
Rustomjee Hormasjee	11	0	0
Jamsetjee Byramjee	24	14	0
Nusserwanjee Dhunjeebhoy	29	4	0
Furdoonjee Byramjee	16	8	0
Dorabjee Hormasjee	10	12	0
Nanabhoy Eduljee	1	8	0
Shantaram Wittul	18	12	0
Kaikhusro Rustomjee	19	0	0
Burjorjee Byramjee	16	4	0
Nasserwanjee Jehangirjee	15	12	0

Names.	Amount.		
	Rs.	a.	p.
Succaram Arjoon	11	2	0
Lalloobhoy Nurotumdas	11	2	0
Tukaram Bhagoba	11	0	0
Shaik Abdool Kurrim	8	0	0
Shamrow Jaggoonath	11	2	0
Nanabhoy Nuthuram	8	0	0
Aid in purchasing the Jamsetjee Jejeebhoy Hospital Formula for the Students	7	0	0
Total.... Rupees	489	4	0

JOHN PEET, M.D.,

Acting Principal, Grant Medical College.

APPENDIX [M].

EXTRACT REPORT FROM THE ACTING SUPERINTENDENT OF THE SIR JAMSETJEE JEJEEBHOY SCHOOL OF ARTS AND INDUSTRY.

8. On entering the institution, every student is taken through the elementary course, whether he has practised drawing previously or not; the method of instruction consists in drawing, in the presence of the whole class, a large example in white chalk on the black-board, the students watching the progress and means by which the design is produced. The subjects first selected are simple, beginning with straight lines, and gradually progressing to more advanced studies, such as ewers, goblets, vases, rosettes, leaves, flowers, &c. When the example is completed, the teacher explains to the students the reason for, and the means by which it is produced. They then endeavour to copy it faithfully upon paper with pencil, each student being impressed with the necessity of copying it in precisely the same way as that in which it is produced; the master having made it his previous study to draw it with as few lines, and in as direct a method, as possible.

All students taken through elementary course.

Method of imparting instruction.

9. When the school was first opened, it was found necessary to teach the students of this class an introductory course of geometry, to enable them to enter Mr. Crowe's more advanced course. This took up much time, and their progress in drawing being greatly retarded, it was found advantageous to combine the two courses of instruction and vary the ordinary examples with geometrical figures, which we accompanied by oral description taken principally

Introductory course of geometry.

from Mr. Burchett's book, the students taking notes, and ultimately writing them in a fair hand by the side of the drawing; this method saves much valuable time, and answers the purpose desired.

A test of capability.

10. The black-board instruction lasts about three months, and is invaluable as a test of each student's capabilities. It is generally found that, by the time the course is completed, those who lack energy and perseverance, who join out of mere curiosity, or who expect to acquire a knowledge of drawing as they can the house they live in, or the food they eat, by purchase, finding themselves disabused, and called upon to work mentally in a way they are little accustomed to, very soon discontinue their attendance, and leave a small but willing body of workers eager to enter on the more advanced studies.

The black-board method a progressive mode of teaching.

11. This course has been a progressive one for the teacher as well as for the pupils. Every successive session new or shorter methods of imparting instruction suggest themselves, and the ultimate capabilities of the black-board method of imparting instruction have yet to be tested.

Outline from the flat, how taught.

12. Quite a different method is pursued in the second branch of instruction,—flat ornament outline drawing, where each student is called upon to make faithful copies in firm, clear, uniform outlines of examples of ornament selected from good specimens of the Antique, Middle Ages, Renaissance, &c.; principally from Dyce's Government School of Design Drawing Book, and Grüner's specimens of Ornament. The progress in this class has been satisfactory. The scope of perfection to be obtained is limited; the *ne plus ultra* which a student can attain is the faithful rendering of the examples set before him; and although no drawings have yet been produced *quite* equal to the copies, still very close approximations have been drawn. The productions of Shricrustna Bahie, Damoder Hurrichunder (no longer a student), Trimbuck Mannick, Bajee Rowjee Tatia, Muddon Pandoorung, Shivshunker Narayen, John Napier, and a few others, are very fair specimens of what the students can do in this department.

Students who excel.

Model class.

13. The model class which the students enter after going through the previous one, consists of solid examples of geometrical forms, which, being placed on an iron stand in the centre of the room, they endeavour to make

outline copies from. These studies form a severe test to their powers of observations. Here the student who has a correct eye and just appreciation of relative distance, or who has followed the instructions in perspective with intelligence and application, soon surpasses the mere copyist who can render the representation of a flat object on a flat surface, but finds himself utterly incapable of imitating a solid mass whose sides he knows to be equal, yet sees of different proportions. Several students who were making good progress have left school :. two of them, Lullabhai Kessolal and Dossabhoy Jugjeewandas, for lucrative appointments; others for want of time. Of those remaining, Shricrustna Bahie, Bapoojee Dinanathjee, Shivshunker Narayen, Muddon Pandoorung, Gunput Hurrichunder, Rutonjee Jamsetjee, Pandoorung Harichunder, Casinath Gungadher, &c., made fair progress. Until the school was removed to the college, this class was carried on simultaneously with the others, but it was found necessary to abandon it in the new rooms, as there is a deficiency of light and space, and the floor is even more shaky than at the Institution, where the models were constantly being disturbed from the students moving about.

Test of powers of observation.

Advantage of knowledge of perspective.

Successful draftsmen.

Reason for discontinuing this class.

14. The class of shading has, on the whole, progressed but very slowly. Ever since its beginning there has been a deficiency of materials, such as good examples, proper paper, and particularly of chalk (black *conté*, Nos. 1 and 2), which is not now procurable in Bombay. Till lately the school had but eight examples, and these even were reduced to four by being sent out pasted in pairs; but in February 1859, having received Grüner's work on Ornament from the Director of Public Instruction, and the sanction of the superintendent having been obtained, a number of very fine examples were selected and mounted; and for the present, at least, the students are amply provided in this respect; still a number of elementary examples are much needed, as well as chalk. The private store which the drawing master had, has been made over to the students and exhausted, the European shops in Bombay have been visited, and their scanty supplies bought. The

Shading.

Want of materials;

And paucity of examples.

Now obviated.

students have sought in the bazars, but very little was found; and unless an order which has been privately sent to England is promptly executed, this most important branch of instruction will come to a stand still. Shricrustna Bahie, as in all the other branches of instruction, occupies a prominent position in this class. Shivshunker Narayan comes next, then Muddon Pandoorung, Rutonjee Jamsetjee, and Luxumon Ramjee.

Successful students.

15. The class of outline from the round had just been opened before the end of the session, and but two students have joined it,—Shricrustna Bahie and Pestonjee Framjee. Little can be said as yet of their progress.

Outline drawing from the round.

16. The figure drawing from the flat has proved remarkably attractive to the afternoon students, who are alone permitted to enter it, and a number have produced very fair copies of the few examples in our possession; these consists of clear, uniform outlines of antique heads, arms, legs, whole figures, &c., and form a good introductory course to that of drawing from the antique, of which we have not yet a single specimen.

Figure drawing attractive to the students.

Successful students:—Shricrustna Bahie, Trimbuck Mannick, Bapurow Tatia, Luxumon Ramjee, Casinath Chintobah, Gunput Hurrichund.

17. In the wood engraving class, the progress, on the whole, is satisfactory; but the short time the students could devote to daily instruction in this branch, on account of the number of other classes they had to attend, is sufficient to account for the want of any very rapid progress. A scarcity of wood has also been another drawback, but there is hope that a good supply may now be obtained from Kurrachee, at a lesser price than that demanded for wood procured from England. A correspondence is now pending on the subject. The tools, which the forethought of the Director of Public Instruction enabled the committee of the school to supply the teacher with, and him to begin a class at once, have now all been bought by the students, and a fresh supply of double that quantity would meet with a ready sale. The attention of the teacher was directed to the manufacture of tools in Bombay, but the price asked was greater than that paid for English ones. Several

Wood engraving.

Umritsur Wood (*see price* marked 7) cheaper than English.

Tools manufactured in Bombay.

students have been induced to order out sets, but the bulk of them cannot afford to buy many at once, and would prefer purchasing them from the curator at a fixed price one by one, as each might require.

18. Since the school has been opened all day, a steadier progress has been made by the few students who can attend in the afternoon. Several small works in outline have been executed and published, and there is great hope that, as soon as the pupils become more rapid in their execution, there will be no deficiency of work for them. Bapoojee Dinanathjee and Shricrustna Bahie are the two most advanced boys. Casinath Gungadher has already turned his knowledge in this art to advantage. The work subjoined (Appendix 2) is his own production—the illustrations are partly wood engravings, and partly lithographs. He is now engaged illustrating another work. Luxumon Ramjee. Shivshunker Narayen, Ragonath Ramchunder, and Pestonjee Framjee, are also progressing favourably.

Progress since the opening of the afternoon class.

Students who excel.

Casinath Gungadher's work.

23. It is necessary here to mention that, during the month of April 1859, the course of studies was interfered with, by the whole school being engaged in preparing designs and decorations for the soldiers' *fête*, both at Colaba and on the Esplanade. The various methods of working and rapid execution required must have given them a certain amount of power and dexterity, of which it is, perhaps, desirable they should become possessed; but which, unless controlled and directed by steady, preliminary studies lead the too ready student to sacrifice truth and good drawing to effect and rapidity of execution; and, if indulged in, will reduce him to a mere house-painter and decorator, by destroying all sentiment and delicacy of touch and colouring.

Soldiers' Fête.

APPENDIX [N].

ACCOUNTS OF THE ELPHINSTONE FUNDS FOR 1858-59.

Elphinstone Professorship Fund.

Dr. *Abstract Account of the Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* Cr.

1858.		Rs.	a.	p.	1859.		Rs.	a.	p.	Rs.	a.	p.
May 1st	Balance of last year's Account	3,814	3	7	Apr. 30th	Salary of Professors	30,600	0	0			
1859.						Scholarship allowances	2,528	8	1			
						Salary of Clerk	703	10	8			
						Salary of Peons	233	10	5			
Apr. 30th	Interest on Funded Capital, viz. :—					House Rent	1,200	0	0			
	On Rs. 4,28,901, at 4 per cent. per annum .... Rs. 17,156 0 6									35,265	13	2
	On Rs. 15,000 at 5 per cent. per annum .... ,, 750 0 0					*Contingencies.*						
		17,906	0	6		School Furniture	213	6	0			
						Sundries	6	0	0			
	Fees from Students of the Elphinstone College .. Rs. 780 0 0					Books for the Library	116	8	0			
	Fees from Students of the Law Class ..... ,, 180 0 0					Collector's percentage	48	0	0			
		960	0	0						383	14	0
	Amount transferred from the Elphinstone Institution Fund	2,600	0	0								
	Received back from the Central Book Depôt-keeper, being the amount overdrawn by him in a bill for books purchased for the Library of the College ..	2	4	0								
	Received from the Government Treasury during the year for current expenses. 30,549 7 3											

Deduct the amount paid into the Government Treasury.	20,182 4 2	10,367 3 1
Total.. Rupees		35,649 11 2

Total.. Rupees	35,649 11 2

(Errors excepted)

Bombay, 30*th April* 1859.

(Signed) H. J. CARTER, Secretary.

We, the undersigned, have examined this account, and have found it correct.

(Signed) JUGONNATH SUNKERSETT, }
,, BOMANJEE HORMUSJEE, } *Members.*
,, BHAWOO DAJEE, }

West Scholarship Fund.

Dr. *Abstract Account of the Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* Cr.

1858.		Rs.	a.	p.	1859.		Rs.	a.	p.	Rs.	a.	p.
May 1st	Balance of last year's Account	912	2	4	Apr. 30th	Scholarship allowances	....			2,033	8	5
1859.						Total amount paid into the Government Treasury during the year.....	1,760	11	6			
Apr. 30th	Interest on the Funded Capital, viz :—					*Deduct*—Received from the Government Treasury during the year	1,723	8	5			
	On Rs. 26,464-8-0, at 4 per cent. 1,058 9 2											
	,, Rs. 2,000, at 5 per cent. .. 100 0 0	1,158	9	2								
						Balance in the Government Treasury....				37	3	1
	Total..Rupees	2,070	11	6		Total..Rupees				2,070	11	6

(Errors excepted)

Bombay, 30th April 1859.

(Signed) H. J. Carter, Secretary.

We, the undersigned, have examined this Account, and do find a balance in favour of the West Scholarship Fund, amounting to Rupees Thirty-seven, Annas Three, and Pies One.

(Signed) Jugonnath Sunkersett,
,, Bomanjee Hormusjee,
,, Bhawoo Dajee,
} *Members.*

CLARE SCHOLARSHIP FUND.

DR. *Abstract Account of the Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* CR.

1858.			Rs. a. p.	1859.		Rs. a. p.
May 1st	Balance of last year's Account		2,112 9 6	Apr. 30th	Scholarship allowances.....	2,201 12 2
1859.	Interest on the Funded Capital, viz :—				Total amount paid into Government Treasury during the year ..Rs. 3,391 14 8	
Apr. 30th	On Rs. 34,341-8-0, at 4 per cent. per annum .....Rs.	1,373 10 6			*Deduct*—Received from the Government Treasury during the year .....Rs.	1,882 6 10
	On Rs. 4,500, at 5 per cent. per annum.....Rs.	225 0 0				
			1,598 10 6		Balance in the Government Treasury.....	1,509 7 10
		Total..Rupees	3,711 4 0		Total..Rupees	3,711 4 0

(Errors excepted)

Bombay, 30th April 1859. (Signed) H. J. CARTER, Secretary.

We, the undersigned, have examined this Account, and do find a balance of the Clare Scholarship Fund, amounting to Rupees One Thousand Five Hundred and Nine, Annas Seven, and Pies Ten.

(Signed) JUGONNATH SUNKERSETT,
,, BOMANJEE HORMUSJEE,
,, BHAWOO DAJEE,
} *Members.*

GAEKWAR SCHOLARSHIP FUND.

DR. *Abstract Account of the Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* CR.

1858.		Rs. a. p.	1859.		Rs. a. p.
May 1st	Balance of last year's Account	362 4 4	Apr. 30th	Scholarship allowances	236 0 8
1859.				Total amount paid into the Government Treasury during the year .....Rs. 522 4 4	
Apr. 30th	Interest on the Funded Capital, viz :— Rs. 5,000, at 4 per cent	200 0 0		*Deduct*—Received from the Government Treasury during the year .....Rs. 196 8 0	
				Balance in the Government Treasury	326 3 8
	Total..Rupees	562 4 4		Total..Rupees	562 4 4

(Errors excepted)

Bombay, 30th April 1859.

(Signed) H. J. CARTER, Secretary.

We, the undersigned, have examined this account, and do find a balance in favour of the Gaekwar Scholarship Fund, amounting to Rupees Three Hundred and Twenty-six, Annas Three, and Pies Eight.

(Signed) JUGONNATH SUNKERSETT,
" BOMANJEE HORMUSJEE,
" BHAWOO DAJEE,
} *Members.*

SUNDERJEE JEWAJEE PRIZE FUND.

DR. *Abstract Account of Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* CR.

1858.		Rs. a. p.	1859.			Rs. a. p.
May 1st	Balance of last year's Account.....	393 10 2	Apr. 19th	Invested in a 4 per cent. Note, No. 14239 of 1855-56, for Rs. 500, at Rs. 78-8-0 per 100.....Rs. 392 8 0		
1859.				Interest from 31st March 1859 to 17th April 1859.... 0 15 8		
Apr. 30th	Interest on Funded Capital, viz :—					393 7 8
	On Rupees 1,000, at 4 per cent.	40 0 0		Balance in the Government Treasury		40 2 6
	Total..Rupees	433 10 2		Total..Rupees		433 10 2

(Errors excepted)

Bombay, 30th April 1859. (Signed) H. J. CARTER, Secretary.

We, the undersigned, have examined this account, and do find a balance in favour of Sunderjee Jewajee Prize Fund, amounting to Rupees Forty, Annas Two, and Pies Six.

(Signed) JUGONNATH SUNKERSETT,
" BOMANJEE HORMUSJEE,
" BHAWOO DAJEE,
} *Members.*

Bell Prize Fund.

Dr. *Abstract Account of Receipts and Disbursements, from the 1st May 1858 to the 31st April 1859.* Cr.

1858.		Rs. a. p.	1859.		Rs. a. p.
May 1st	Balance of last year's Account	317 0 8	Apr. 19th	Invested in 4 per cent. Note No. 15342 of 1855-56, for Rs. 500, at Rs. 78-8 per 100..Rs. 392 8 0	
1859.					
Apr. 30th	Interest on Funded Capital.....	40 0 0		Interest from 31st March to 17th April 1859 .....Rs. 0 15 8	
	Received from the Committee of the Bell's Testimonial Fund	76 7 0			393 7 8
				Balance in the Government Treasury	40 0 0
	Total..Rupees	433 7 8		Total..Rupees	433 7 8

(Errors excepted)

Bombay, 30th April 1859. (Signed) H. J. Carter, Secretary.

We, the undersigned, have examined this account, and do find a balance in favour of the Bell Prize Fund, amounting to Rupees Forty.

(Signed) Jugonnath Sunkersett,
" Bomanjee Hormusjee,
" Bhawoo Dajee,
} *Members.*

Rajah of Dhar Prize Fund.

Dr. *Abstract Account of Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* Cr.

12 c

1858.		Rs.	a.	p.	1859.		Rs.	a.	p.
May 1st	Balance of last year's Account	44	6	11	Apr. 20th	A prize awarded to Bala Mungesh, 1st Class Senior Scholar, for the year 1857-58	40	0	0
1859.						Balance in the Government Treasury	44	6	11
Apr. 30th	Interest on Funded Capital, Rs. 1,000, at 4 per cent.	40	0	0					
	Total..Rupees	84	6	11		Total..Rupees	84	6	11

(Errors excepted)

Bombay, 30th April 1859.

(Signed) H. J. Carter, Secretary.

We, the undersigned, have examined this account, and do find a balance in favour of the Rajah of Dhar Prize Fund, amounting to Rupees Forty-four, Annas Six, and Pies Eleven.

(Signed) Jugonnath Sunkersett,
" Bomanjee Hormusjee,
" Bhawoo Dajee,
} *Members.*

Gunputrow Vittul of Indore Prize Fund.

Dr. *Abstract Account of Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* Cr.

1858.		Rs.	a.	p.	1859.		Rs.	a.	p.
May 1st	Balance of last year's Account.....	209	12	3	Apr. 30th	Balance in hand.....	209	12	3
1859.						Ditto in the Government Treasury	60	0	0
Apr. 30th	Interest on Funded Capital, Rs. 1,500, at 4 per cent. per annum	60	0	0					
	Total..Rupees	269	12	3		Total..Rupees	269	12	3

(Errors excepted)

Bombay, 30th April 1859. (Signed) H. J. Carter, Secretary.

We, the undersigned, have examined this account, and do find a balance in favour of Gunputrow Vittul of Indore Prize Fund, amounting to Rupees Two Hundred and Sixty-nine, Annas Twelve, and Pies Three.

(Signed) Jugonnath Sunkersett,
" Bomanjee Hormusjee,
" Bhawoo Dajee,
} *Members.*

Government Vernacular Schools at the Presidency.

Dr. *Abstract Account of Receipts and Disbursements, from the 1st May 1858 to the 30th April 1859.* Cr.

1858.		Rs.	a.	p.	1859.		Rs.	a.	p.
May 1st	Received from the Elphinstone Institution..	2,735	5	2	Apr. 30th	Establishment of the Vernacular Schools ..	2,507	5	4
						House Rent	763	10	0
	Fees from Pupils	891	0	0		Contingent expenses for water, &c.	188	9	0
						School furniture, &c.....	122	4	3
						Collector's percentage	44	8	7
	Total..Rupees	3,626	5	2		Total..Rupees	3,626	5	2

(Errors excepted)

Bombay, 30th April 1859. (Signed) H. J. Carter, Secretary.

We, the undersigned, have examined this account, and have found it correct.

(Signed) Jugonnath Sunkersett,
" Bomanjee Hormusjee,
" Bhawoo Dajee,
} *Members.*

APPENDIX [O].

LETTER FROM GOVERNMENT IN REPLY TO REPORT.

No. 1328 of 1860.

General Department.

To the Director of Public Instruction.

Sir,—In acknowledging the receipt of your Annual Report of Public Instruction for the official year 1858-59, I am directed in the first place to notice, with commendation, the comparatively early date at which it has been submitted to Government.

2. The account which you have given of the general efficiency of your Inspectoral Staff is very satisfactory. Your having again specially to notice the services of Mr. Hope, the Inspector of the Northern Division, is very creditable to that officer.

3. Government are aware that your Department has laboured under great disadvantages from the restrictions which, under the financial pressure on the resources of the State, have been unavoidably brought to bear on Educational expenditure. These restrictions, His Excellency the Governor in Council is happy to observe, are in some degree already relaxed; and he anticipates with gratification that means may, at an early period, be available to admit of a considerable extension of Educational facilities, more especially among the rural population.

4. His Excellency in Council hopes that the increased amount of fees paid by the scholars may be taken as a sign that the Educational system is better appreciated by the Native community.

5. The progress which has been made in the preparation of Educational Books, both in the English language and the Vernaculars, marks the zeal and industry of many of your Educational officers. Government consider that the books chosen for publication proved generally the judgment with which they have been selected, and show that their utility, as forming part of a sound course of study, has not been lost sight of. For original and translated works on general literature, it is as yet too early to hope; nevertheless, Government observe that even in this department the list is not entirely blank.

6. Government are gratified to observe that there has been unmistakable improvement in the character of College education, and concur with you in opinion that the greatest care should at all times be taken to guard against any tendency to relapse into a less accurate and less exacting system.

7. The Annual Examinations of schools and colleges, and the Senior Scholarship Examination at the Elphinstone and Poona Colleges, checking a system of "cramming," and creating a spirit of emulation, cannot be otherwise than beneficial in many respects.

8. The University had not come into existence during the year to which your Report refers. The Bye-laws have not yet received the approval of Government; but His Excellency in Council trusts it will realise the many important advantages which may be reasonably expected, when it shall have become a thoroughly popular institution.

9. There seems to be no longer any question as to the improvement in the general efficiency of the several colleges, as shown in your Report; and Government trust that both the Elphinstone and the Poona Colleges will, under your vigilant direction, continue in a course of steady progress.

10. The state of the Grant Medical College is gratifying;

and His Excellency in Council hopes that an improved state of real education in the Presidency generally will prevent the recurrence of such a crisis as that the Grant Medical College has lately passed through. You have communicated many interesting observations on the English and Anglo-Vernacular Schools of the Presidency, which do not call for any special comment from Government. At the same time, the Report is not as complete as might be desired in statistical information. There is wanting the number of schools and of scholars of the several grades; and a return, showing increase or falling off in those numbers. From the want of adding up, these results are not clearly exhibited in the statistical Appendices.

11. The position of the masters of Government vernacular schools is a subject of much importance, but is not one for discussion in a general report; it must form the subject of a separate consideration.

12. Your Report on Primary Education is, in like manner, a subject for separate consideration, on which the opinion of Government will be hereafter communicated to you.

13. There is not much to notice under the head of Aided Schools. Government are satisfied that the contributions of the State are well bestowed in all the instances to which you refer in your Report.

14. His Excellency the Governor in Council attaches much importance to the extension of low-caste schools, and to giving them an "industrial" character. Your promised Report on this subject for the past year will be awaited.

15. Mr. Hope's services in organising training schools are considered by Government to be very valuable; and His Excellency in Council trusts that the financial considerations, which have hitherto interfered with the extension of these very essential institutions, may before long be removed. Meanwhile, he notices with much approbation the successful labours, during their few leisure hours, of the Native deputy inspectors, who, under Mr. Hope's guidance, formed a school-book committee, for the preparation of a new series of Vernacular reading books.

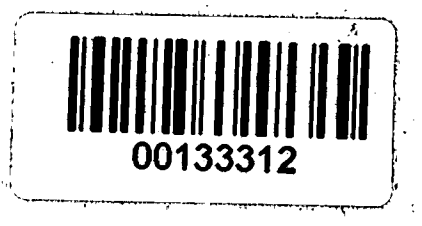
16. I am directed to place on record the favourable opinion which His Excellency in Council entertains of the general principles by which you have been guided in the control and development of the department under your direction. It may be absolutely necessary that access to the higher departments of scholarships should be attainable only through a careful elementary training, including a sound knowledge of the English language. But at the same time every facility should be given, by the establishment of different grades of Vernacular schools, to place upon a secure basis a more general diffusion of popular education, suited to the requirements and advancement of our subjects, training and exercising not only their powers of mind, but their dispositions, habits, and manners. These are objects worthy of a sustained and energetic effort, and His Excellency in Council feels confident that you will continue to pursue them with the same zeal and discrimination which have hitherto characterised your labours in the important department committed to you.

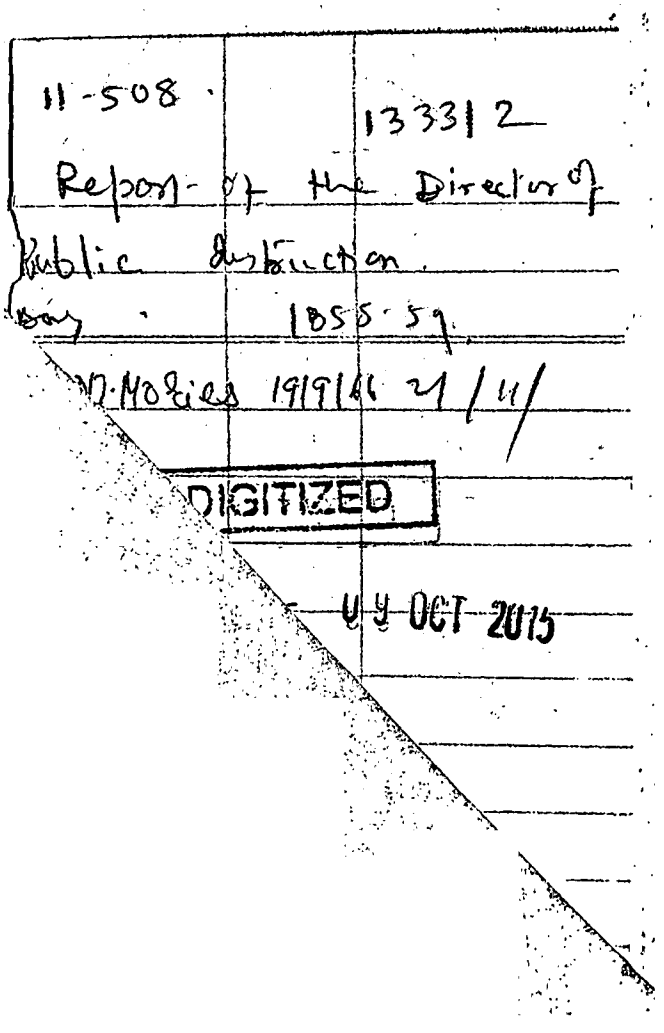
I have the honour to be,
Sir,
Your most obedient Servant,

(Signed) A. D. ROBERTSON,
Acting Secretary to Government.

Bombay Castle, 27th June 1860.

29 SEP 1966





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